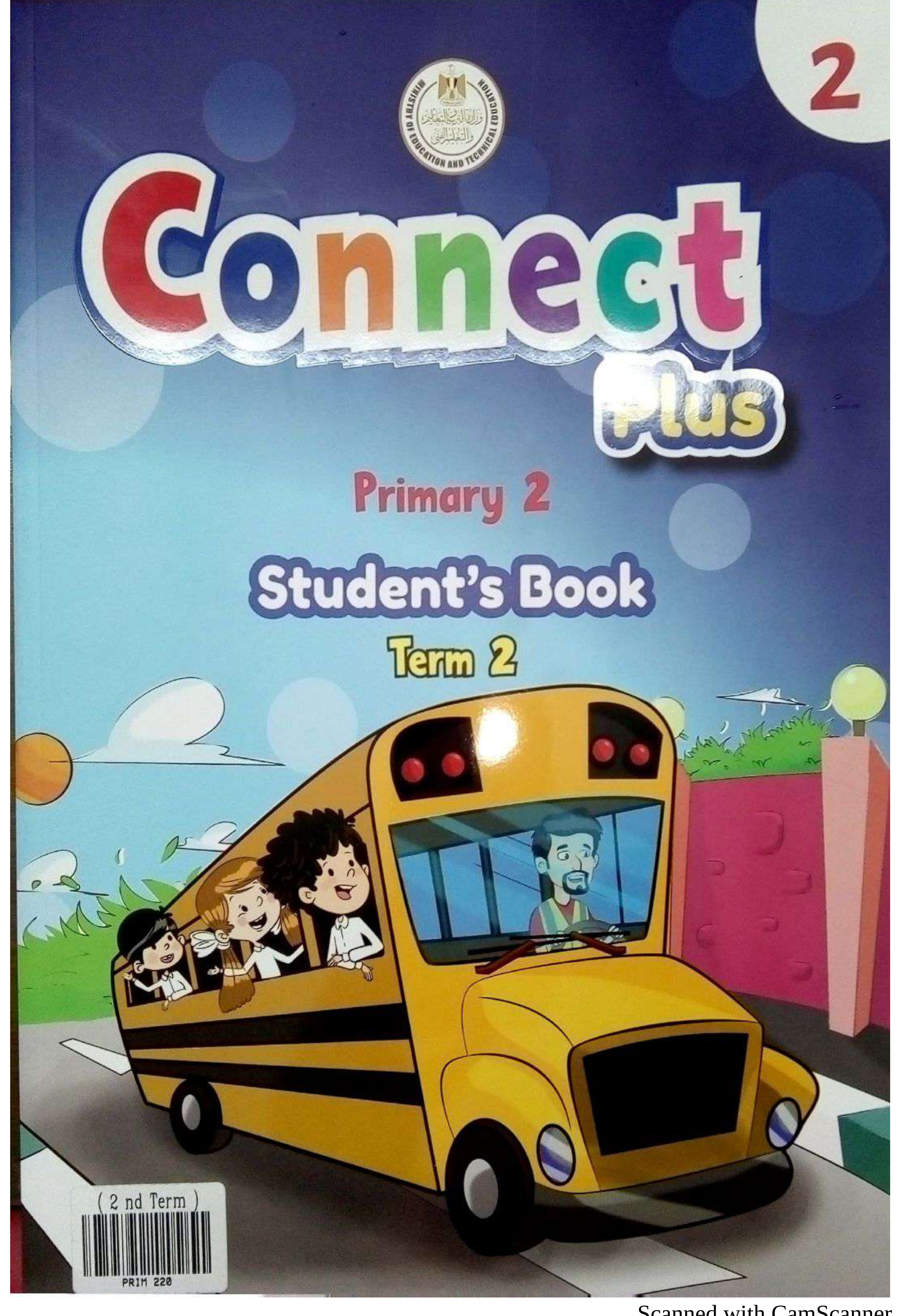
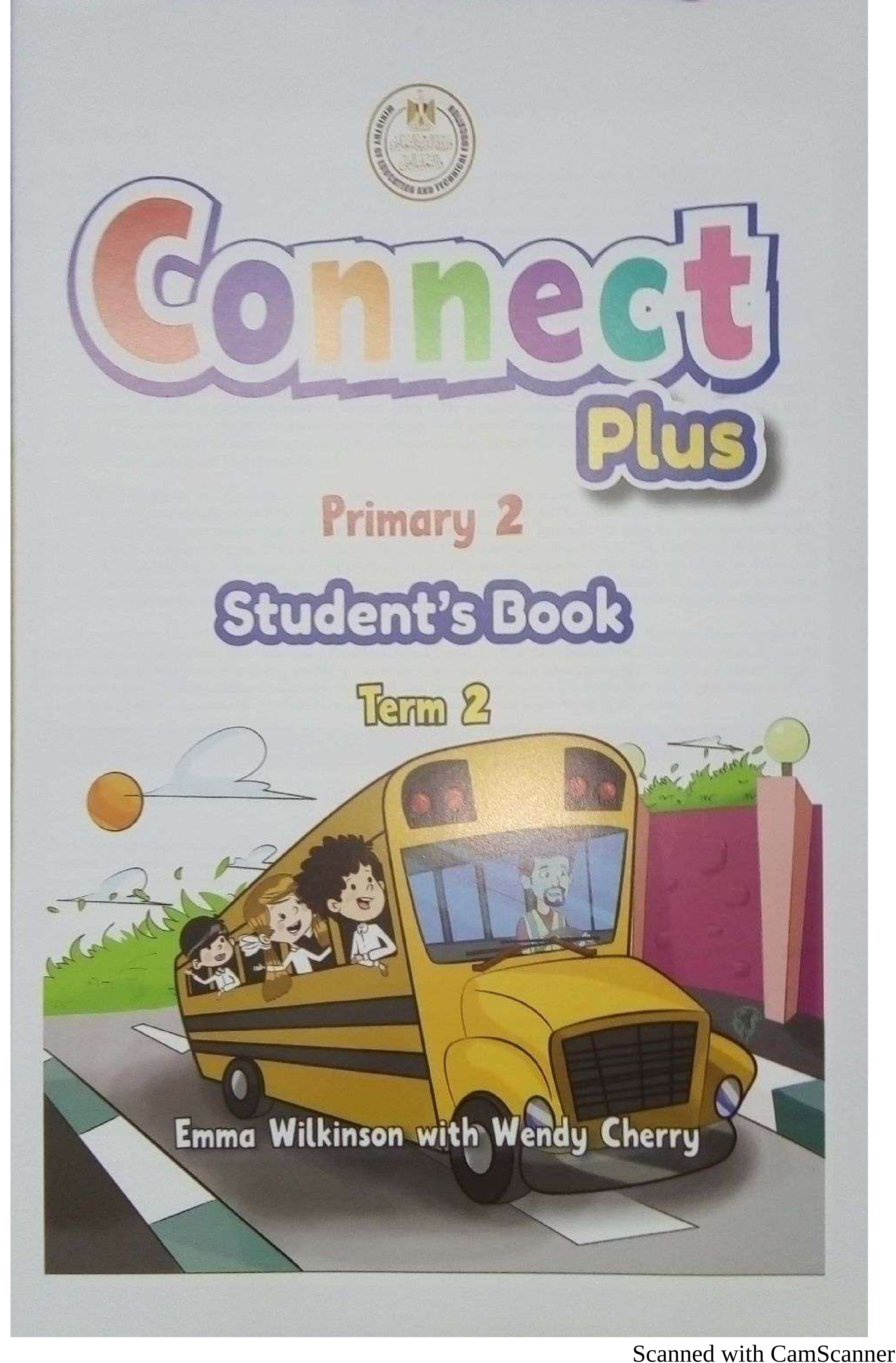

2
MINISTRY OF EDUCATION AND TECHNICAL EDUCATION
Connect
Plus
Primary 2
Student's Book
Term 2
( 2 nd Term )
PRIM 220



Connect
Plus
Primary 2
Student's Book
Term 2
Emma Wilkinson with Wendy Cherry

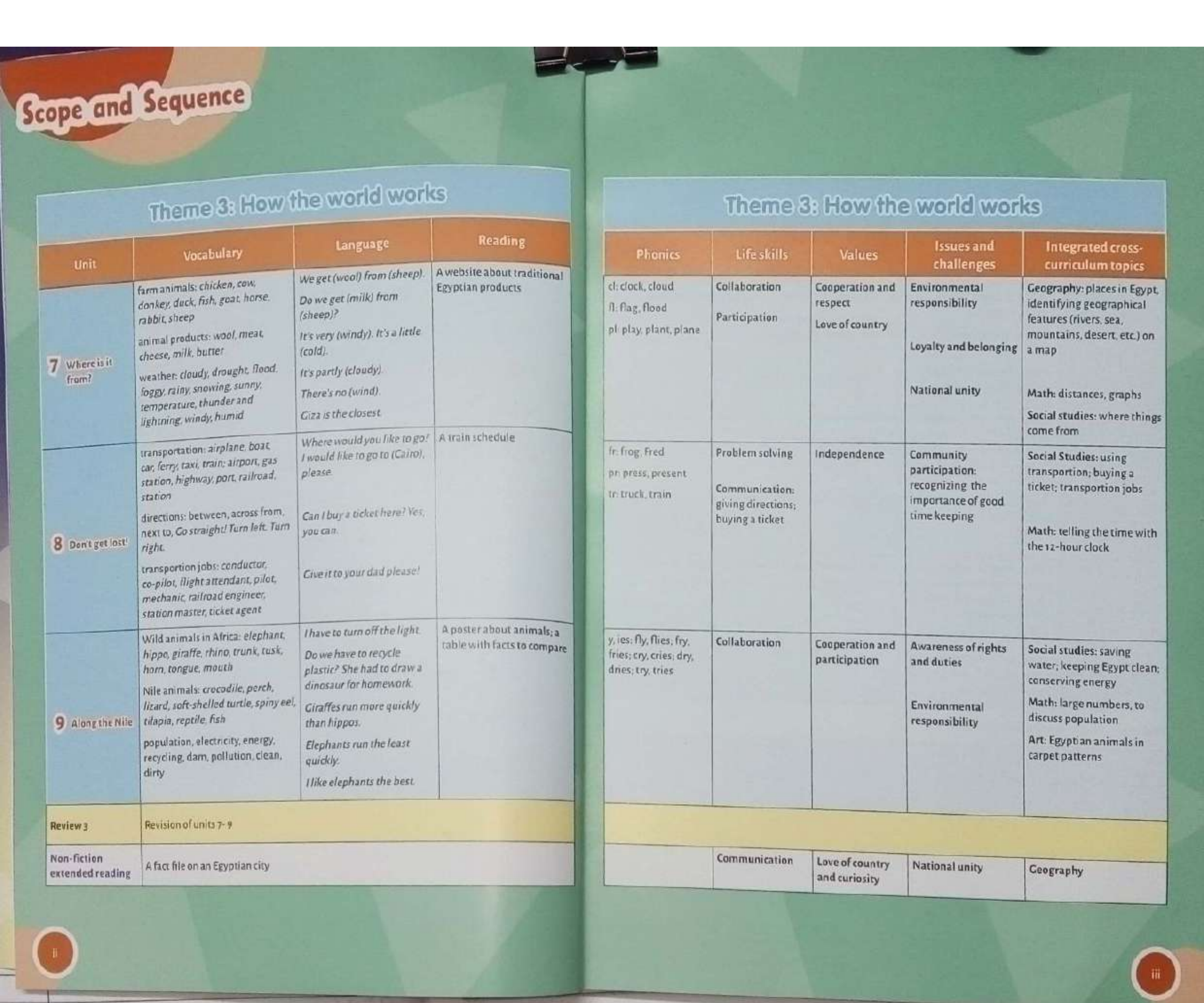


# Contents

## Theme 3: How the world works



## Theme 4: Communication



# Scope and Sequence

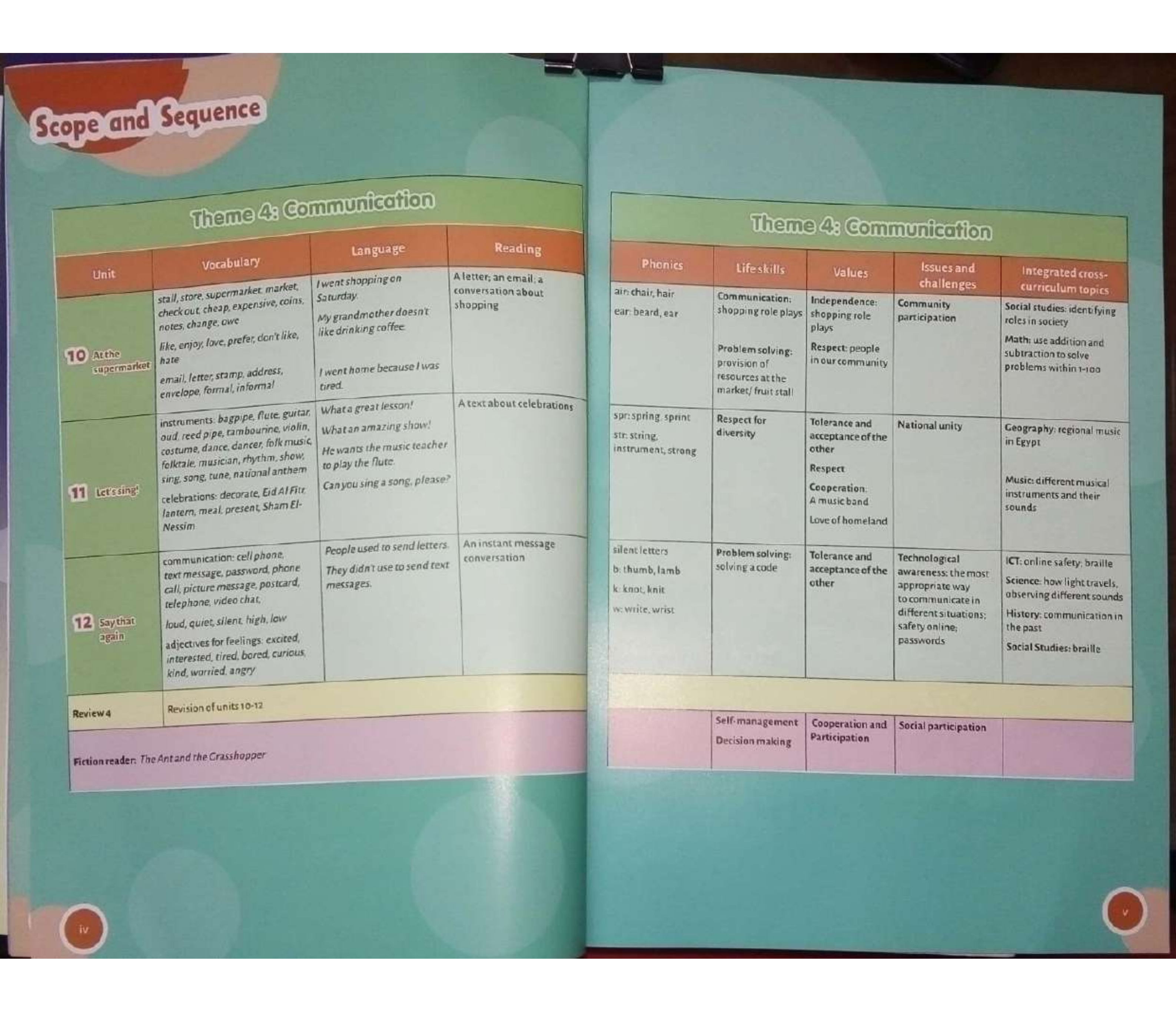
## Theme 3: How the world works

| Unit | Vocabulary | Language | Reading |
|---|---|---|---|
| 7 Where is it from? | farm animals: *chicken, cow, donkey, duck, fish, goat, horse, rabbit, sheep*<br>animal products: *wool, meat, cheese, milk, butter*<br>weather: *cloudy, drought, flood, foggy, rainy, snowing, sunny, temperature, thunder and lightning, windy, humid* | *We get (wool) from (sheep).*<br>*Do we get (milk) from (sheep)?*<br>*It's very (windy). It's a little (cold).*<br>*It's partly (cloudy).*<br>*There's no (wind).*<br>*Giza is the closest.* | A website about traditional Egyptian products |
| 8 Don't get lost! | transportation: *airplane, boat, car, ferry, taxi, train; airport, gas station, highway, port, railroad, station*<br>directions: between, across from, next to, *Go straight! Turn left. Turn right.*<br>transportion jobs: *conductor, co-pilot, flight attendant, pilot, mechanic, railroad engineer, station master, ticket agent* | *Where would you like to go? I would like to go to (Cairo), please.*<br>*Can I buy a ticket here? Yes, you can.*<br>*Give it to your dad please!* | A train schedule |
| 9 Along the Nile | Wild animals in Africa: *elephant, hippo, giraffe, rhino, trunk, tusk, horn, tongue, mouth*<br>Nile animals: *crocodile, perch, lizard, soft-shelled turtle, spiny eel, tilapia, reptile, fish*<br>population, electricity, energy, recycling, dam, pollution, clean, dirty | *I have to turn off the light.*<br>*Do we have to recycle plastic? She had to draw a dinosaur for homework.*<br>*Giraffes run more quickly than hippos.*<br>*Elephants run the least quickly.*<br>*I like elephants the best.* | A poster about animals; a table with facts to compare |
| Review 3 | Revision of units 7-9 | | |
| Non-fiction extended reading | A fact file on an Egyptian city | | |



## Theme 3: How the world works

| Phonics | Life skills | Values | Issues and challenges | Integrated cross-curriculum topics |
|---|---|---|---|---|
| cl: clock, cloud<br>fl: flag, flood<br>pl: play, plant, plane | Collaboration<br>Participation | Cooperation and respect<br>Love of country | Environmental responsibility<br>Loyalty and belonging<br>National unity | Geography: places in Egypt, identifying geographical features (rivers, sea, mountains, desert, etc.) on a map<br>Math: distances, graphs<br>Social studies: where things come from |
| fr: frog, Fred<br>pr: press, present<br>tr: truck, train | Problem solving<br>Communication: giving directions; buying a ticket | Independence | Community participation: recognizing the importance of good time keeping | Social Studies: using transportion; buying a ticket; transportion jobs<br>Math: telling the time with the 12-hour clock |
| y, ies: fly, flies; fry, fries; cry, cries; dry, dries; try, tries | Collaboration | Cooperation and participation | Awareness of rights and duties<br>Environmental responsibility | Social studies: saving water; keeping Egypt clean; conserving energy<br>Math: large numbers, to discuss population<br>Art: Egyptian animals in carpet patterns |
| | | | | |
| | Communication | Love of country and curiosity | National unity | Geography |



# Scope and Sequence

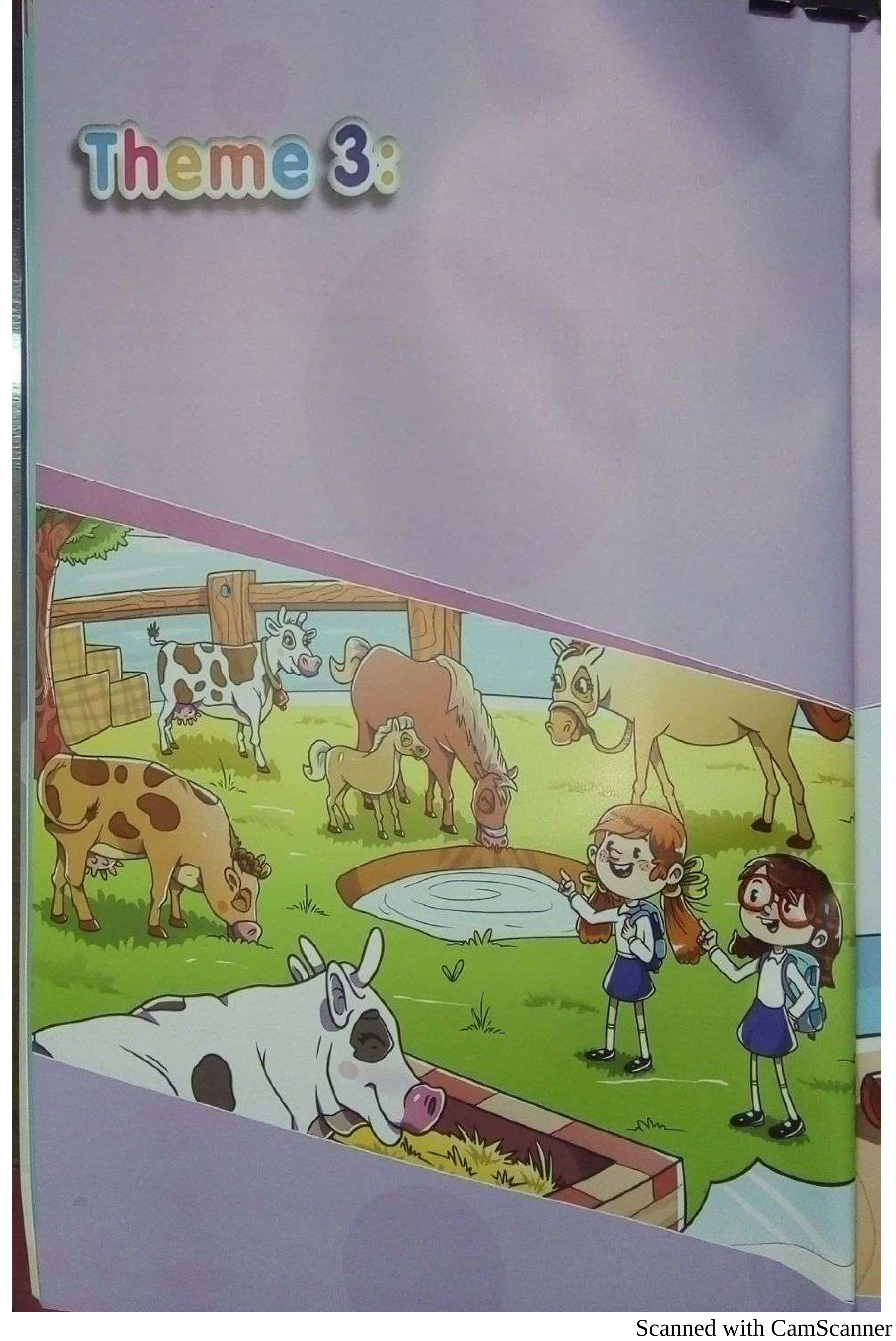
## Theme 4: Communication

| Unit | Vocabulary | Language | Reading |
|---|---|---|---|
| **10** At the supermarket | stall, store, supermarket, market, check out, cheap, expensive, coins, notes, change, owe<br>like, enjoy, love, prefer, don't like, hate<br>email, letter, stamp, address, envelope, formal, informal | *I went shopping on Saturday.*<br>*My grandmother doesn't like drinking coffee.*<br>*I went home because I was tired.* | A letter; an email; a conversation about shopping |
| **11** Let's sing! | instruments: bagpipe, flute, guitar, oud, reed pipe, tambourine, violin, costume, dance, dancer, folk music, folktale, musician, rhythm, show, sing, song, tune, national anthem<br>celebrations: decorate, Eid Al Fitr, lantern, meal, present, Sham El-Nessim | *What a great lesson!*<br>*What an amazing show!*<br>*He wants the music teacher to play the flute.*<br>*Can you sing a song, please?* | A text about celebrations |
| **12** Say that again | communication: cell phone, text message, password, phone call, picture message, postcard, telephone, video chat,<br>loud, quiet, silent, high, low<br>adjectives for feelings: excited, interested, tired, bored, curious, kind, worried, angry | *People used to send letters.*<br>*They didn't use to send text messages.* | An instant message conversation |
| **Review 4** | Revision of units 10-12 | | |
| **Fiction reader:** *The Ant and the Grasshopper* | | | |



## Theme 4: Communication

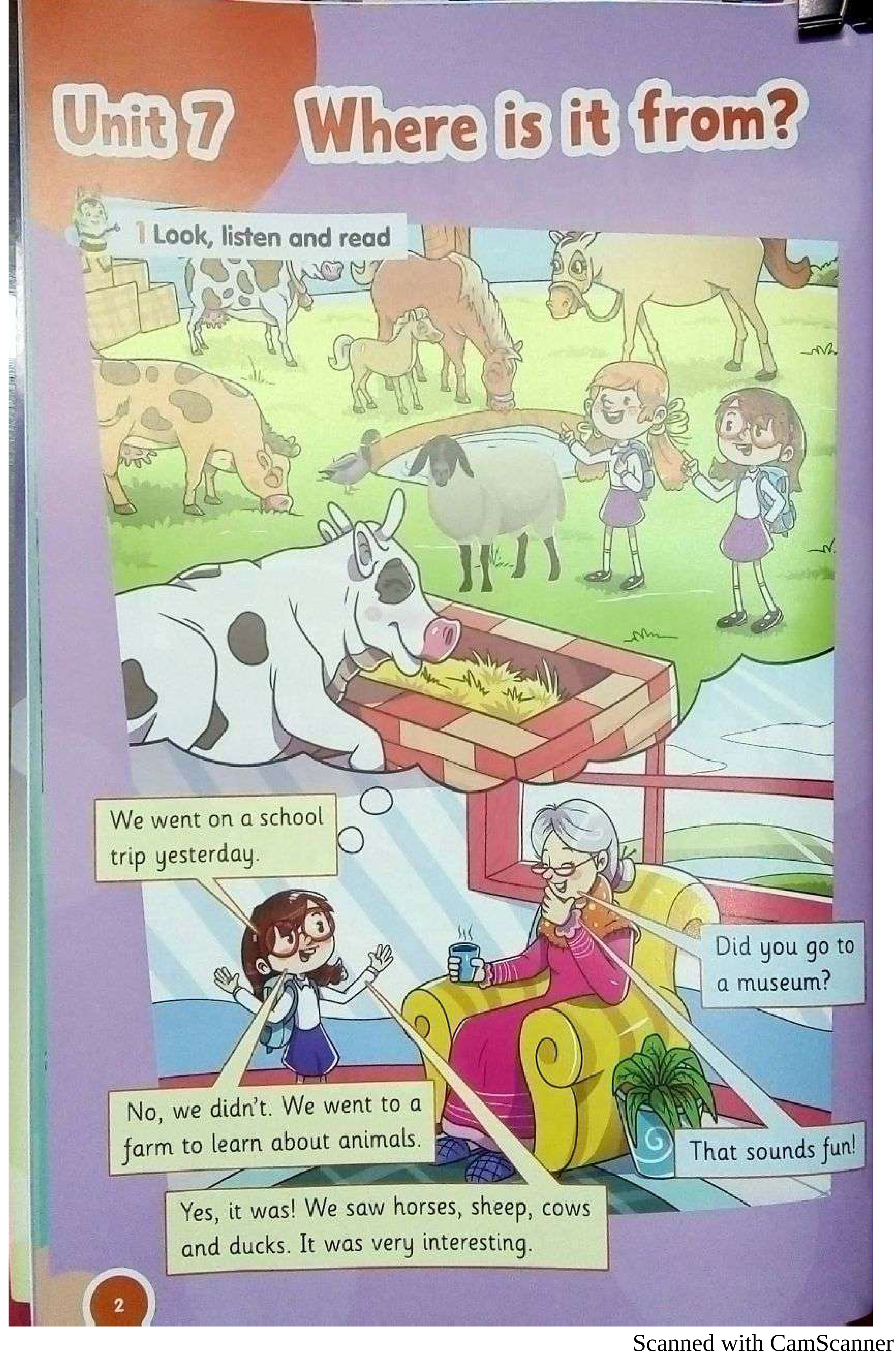
| Phonics | Life skills | Values | Issues and challenges | Integrated cross-curriculum topics |
|---|---|---|---|---|
| air: chair, hair<br>ear: beard, ear | **Communication:** shopping role plays<br>**Problem solving:** provision of resources at the market/ fruit stall | **Independence:** shopping role plays<br>**Respect:** people in our community | **Community participation** | **Social studies:** identifying roles in society<br>**Math:** use addition and subtraction to solve problems within 1-100 |
| spr: spring, sprint<br>str: string, instrument, strong | **Respect for diversity** | **Tolerance and acceptance of the other**<br>**Respect**<br>**Cooperation:** A music band<br>Love of homeland | **National unity** | **Geography:** regional music in Egypt<br>**Music:** different musical instruments and their sounds |
| silent letters<br>b: thumb, lamb<br>k: knot, knit<br>w: write, wrist | **Problem solving:** solving a code | **Tolerance and acceptance of the other** | **Technological awareness:** the most appropriate way to communicate in different situations; safety online; passwords | **ICT:** online safety; braille<br>**Science:** how light travels, observing different sounds<br>**History:** communication in the past<br>**Social Studies:** braille |
| | | | | |
| | Self-management<br>Decision making | Cooperation and Participation | Social participation | |


Theme 3:

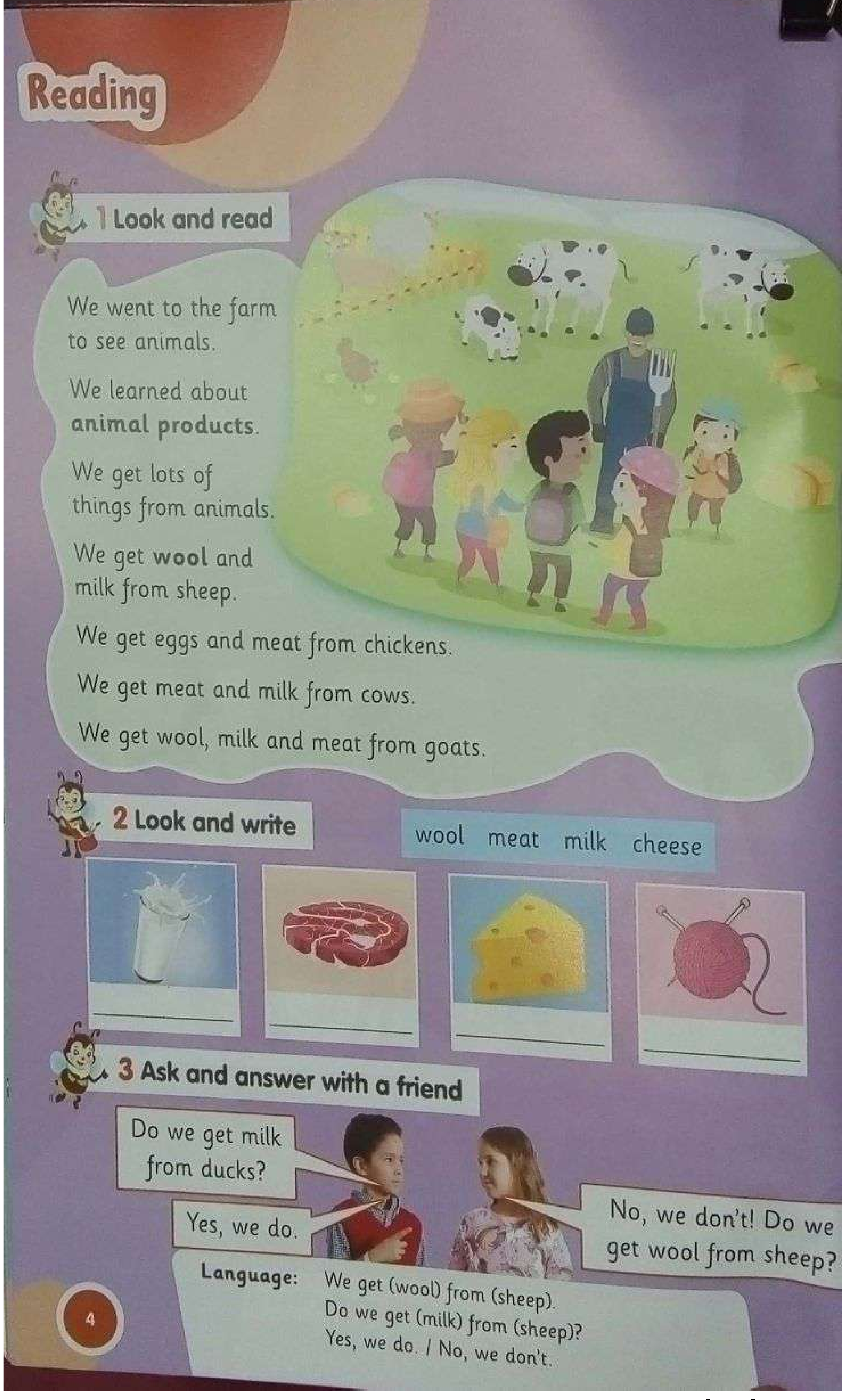

How the world works
Glue
Glue

# Unit 7 Where is it from?

1 Look, listen and read




Vocabulary
Unit 7
2 Look, read and say
1 duck
2 horse
3 goat
4 cow
5 donkey
6 rabbit
7 sheep
8 fish
9 chicken
3 Listen and number
4 Play with a friend
It's small. It's got wings and feathers. It likes water.
It's a duck!
Vocabulary: duck, goat, horse, fish, cow, sheep, rabbit, donkey, chicken
3



# Reading

## 1 Look and read

We went to the farm to see animals.

We learned about **animal products**.

We get lots of things from animals.

We get **wool** and milk from sheep.

We get eggs and meat from chickens.

We get meat and milk from cows.

We get wool, milk and meat from goats.

## 2 Look and write

wool meat milk cheese

______ ______ ______ ______

## 3 Ask and answer with a friend



**Language:** We get (wool) from (sheep).
Do we get (milk) from (sheep)?
Yes, we do. / No, we don't.

# Language use

# Unit 7



## 1 Read and match

1 We went to the farm to learn about animals.

2 We went to Alexandria to visit the library.

3 We went to the beach to go swimming.

4 We went to the desert to see the oasis.










## 2 Read and complete. Use *to*

learn about the world | get fit | keep our house tidy | look after the environment

1 We exercise ______________________.

2 We recycle paper and plastic ______________________.

3 We tidy up ______________________.

4 We go to school ______________________.



## 3 Look at Exercise 2. Ask and answer

Why do we exercise?

We exercise to get fit.

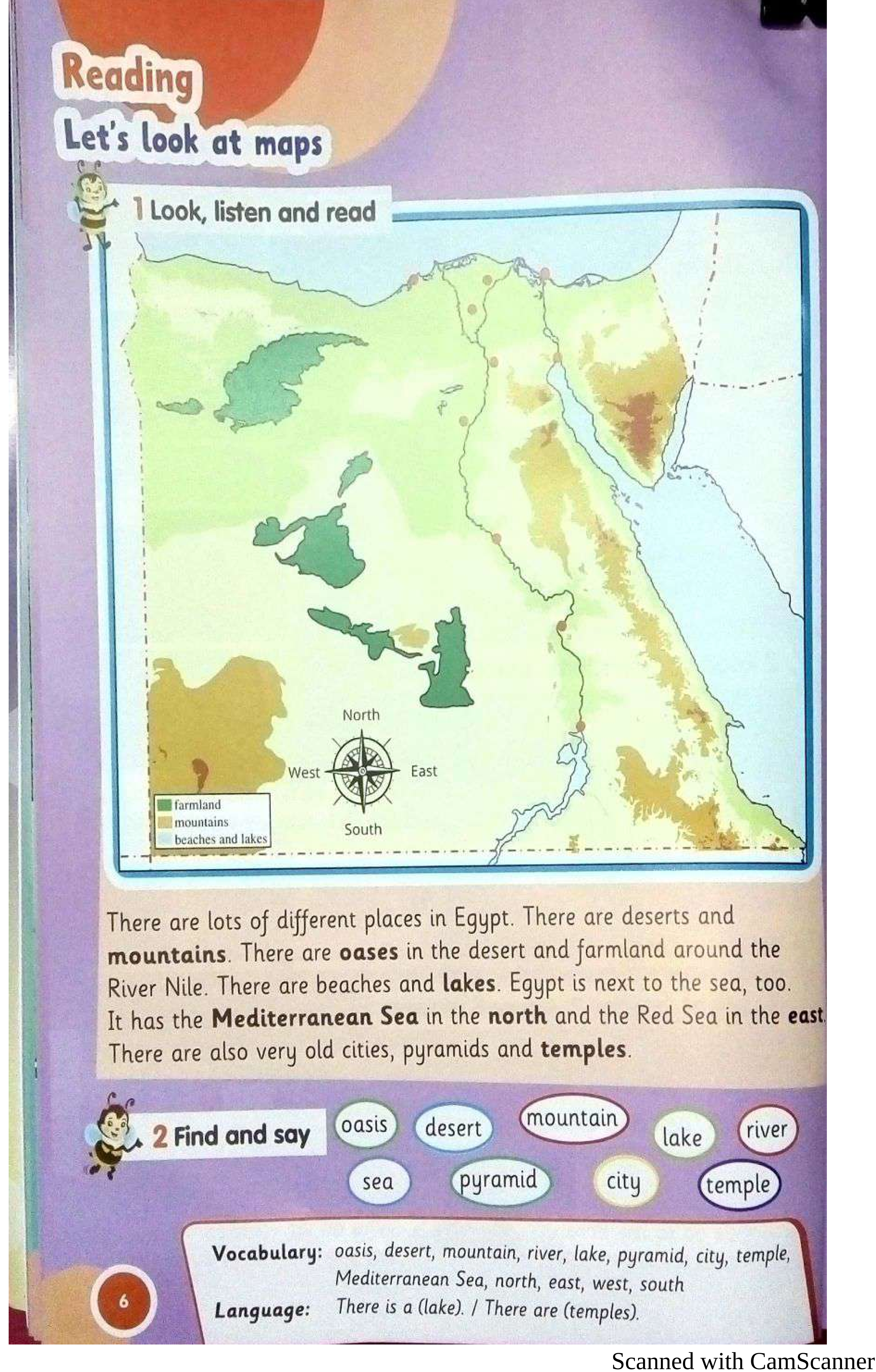


## 4 Think. Ask and answer



Why do we go to the library?

Why do we cycle to school?



# Reading

## Let's look at maps

### 1 Look, listen and read



There are lots of different places in Egypt. There are deserts and **mountains**. There are **oases** in the desert and farmland around the River Nile. There are beaches and **lakes**. Egypt is next to the sea, too. It has the **Mediterranean Sea** in the **north** and the Red Sea in the **east**. There are also very old cities, pyramids and **temples**.

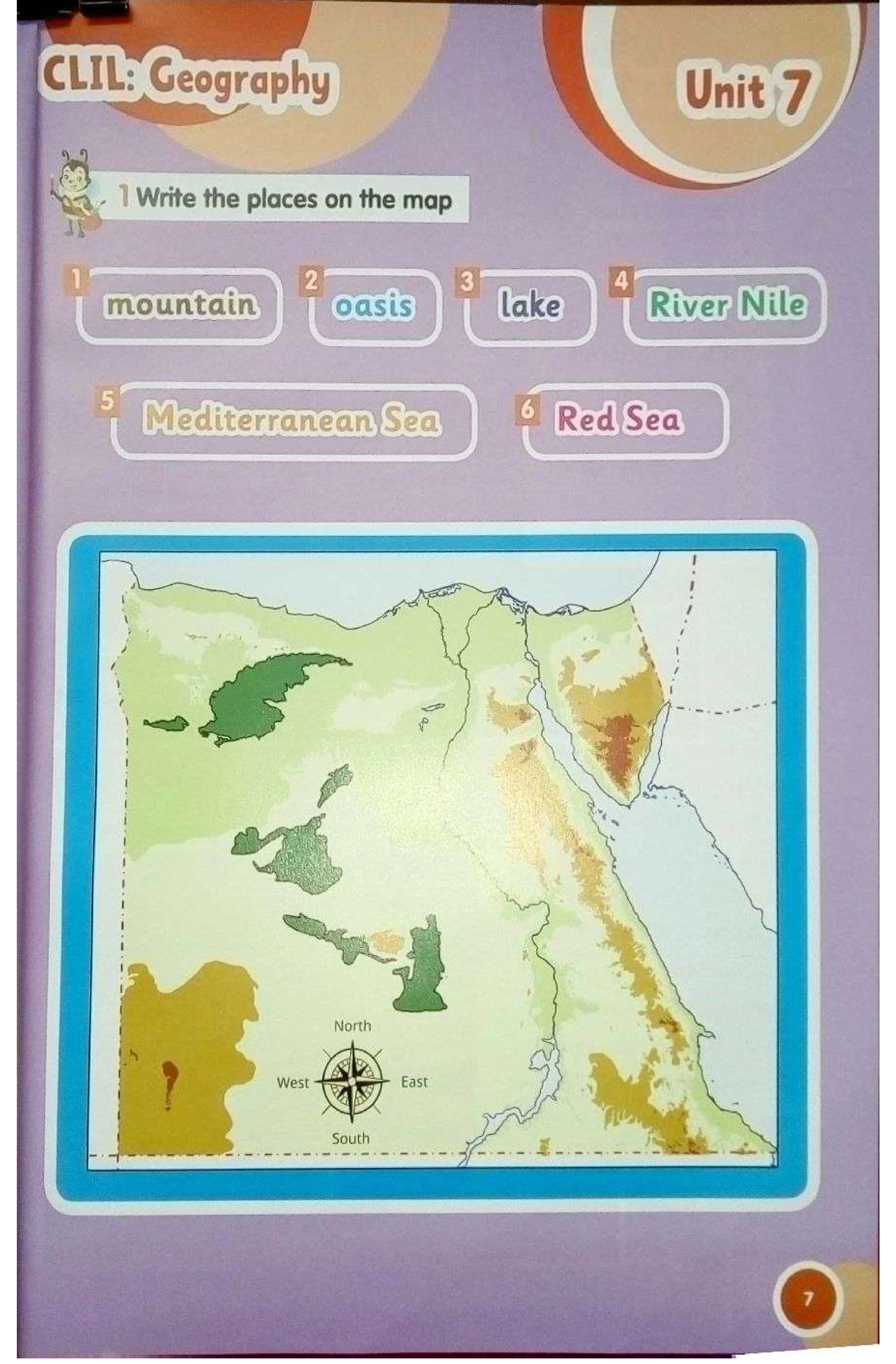
### 2 Find and say

oasis desert mountain lake river

sea pyramid city temple

**Vocabulary:** *oasis, desert, mountain, river, lake, pyramid, city, temple, Mediterranean Sea, north, east, west, south*

**Language:** *There is a (lake). / There are (temples).*



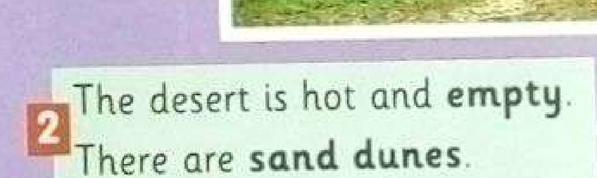

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# Listening and reading

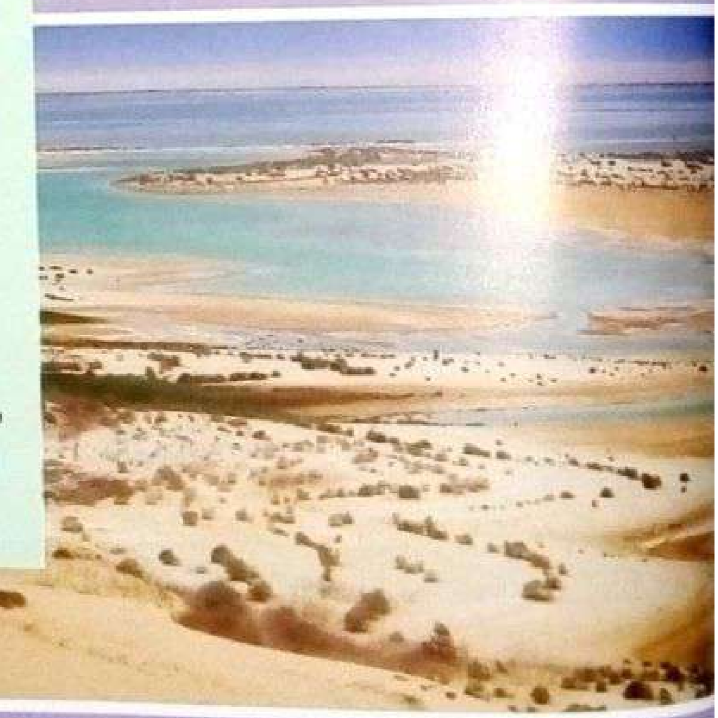


## 1 Listen and read

**1** The **Nile Delta** is an area in Egypt with lots of **farmland**. A **delta** is a place where the river enters the sea. This makes the land good for farming. Farmers grow **rice**, **cotton** and **wheat**.



**2** The desert is hot and **empty**. There are **sand dunes**. There are some animals, but not a lot of plants. An **oasis** is a place in a desert where there is water. There are also trees and plants. People can use the water to grow dates, **olives**, **figs** and grapes. They can keep farm animals, too.





3 The **Sinai Peninsula** is an area of land with water around most of it. It has the Mediterranean Sea in the north, and the Red Sea in the south. The Sinai **mountain range** is very famous.
There are mountains in the desert, too. People visit the Red Sea mountains to walk and learn about **Bedouin culture**. The mountains are beautiful, and the rocks look red.

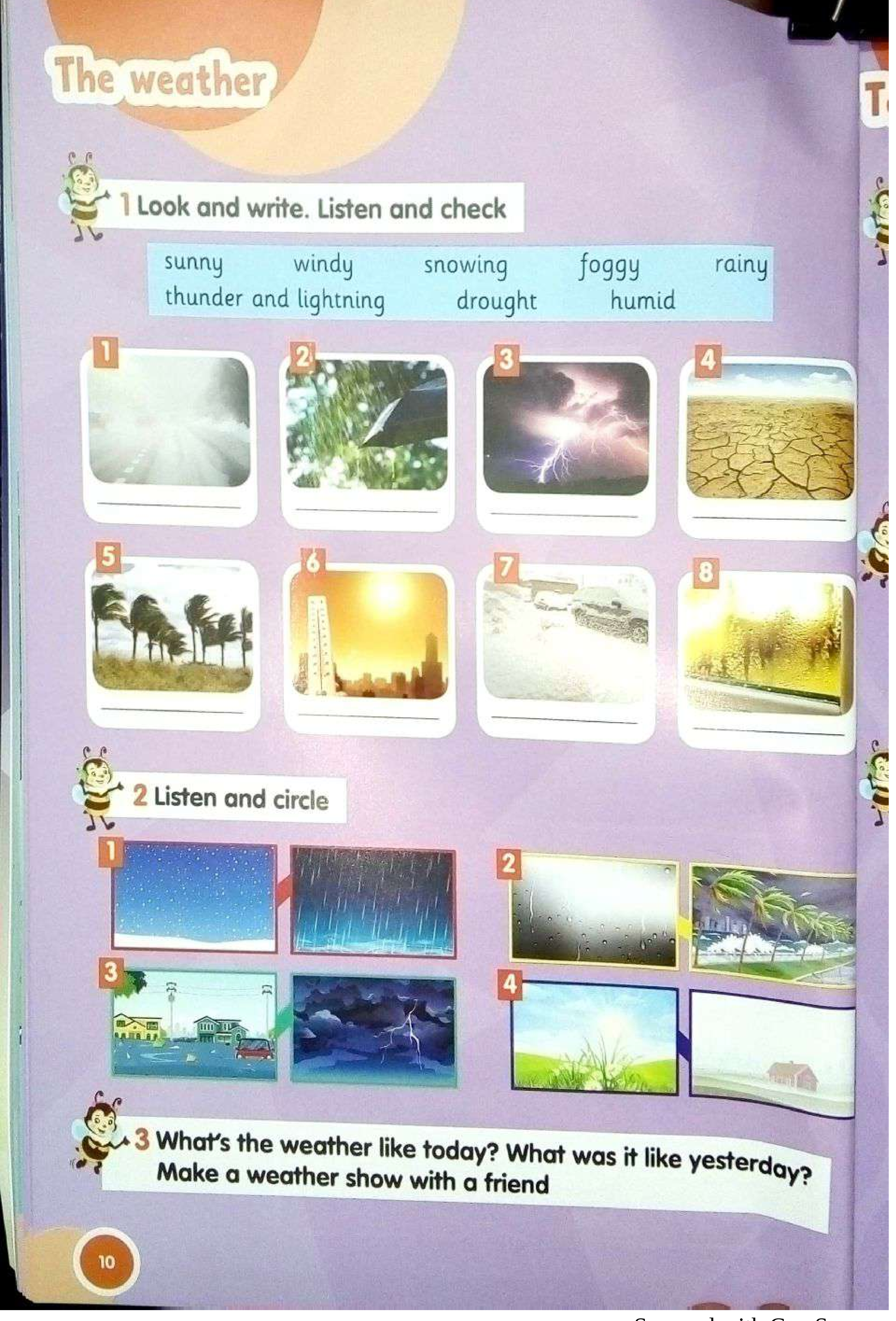


4 The **High Dam** is very big. It is about 48 years old. People built it to **control** the Nile River. They also use it to make **electricity**. It is very important.

## 2 Read again. Complete the sentences

mountain range   peninsula   grow   ~~delta~~   dam   farmland   oasis   keep

1 A ___delta___ is a place where the river enters the sea.
2 There is a lot of ____________ in the Nile Delta.
3 An ____________ is a place in the desert with water.
4 People can ____________ plants and ____________ animals at an oasis.
5 A ____________ is land with water around it.
6 A ____________ is an area with lots of mountains.
7 A ____________ controls water in a river.



# The weather

## 1 Look and write. Listen and check

sunny windy snowing foggy rainy
thunder and lightning drought humid

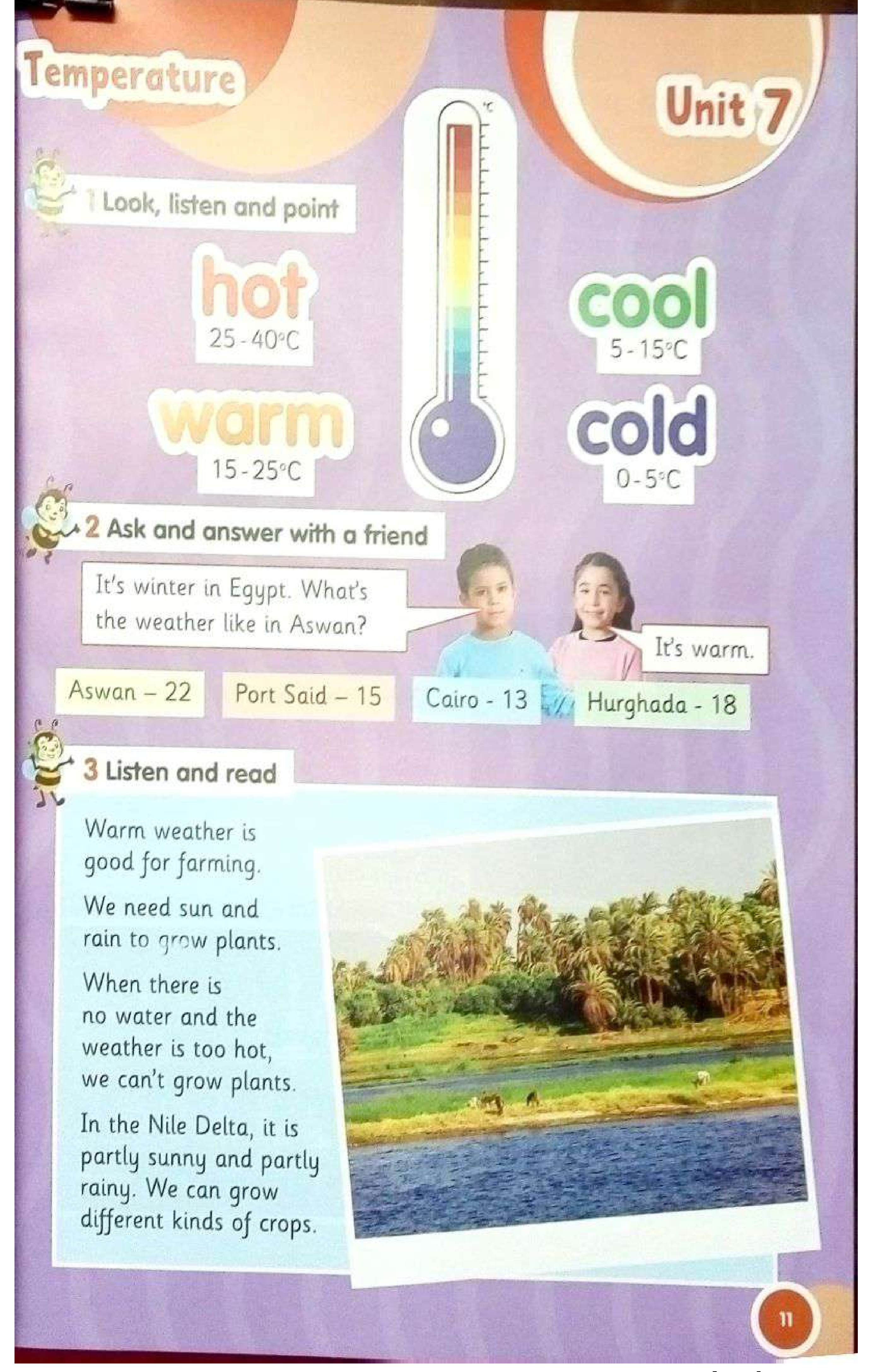
1 ______ 2 ______ 3 ______ 4 ______

5 ______ 6 ______ 7 ______ 8 ______

## 2 Listen and circle

1 2 3 4

## 3 What's the weather like today? What was it like yesterday? Make a weather show with a friend



# Temperature

## Unit 7

### 1 Look, listen and point

hot
25-40°C

warm
15-25°C

cool
5-15°C

cold
0-5°C

### 2 Ask and answer with a friend

It's winter in Egypt. What's the weather like in Aswan?

It's warm.

Aswan – 22

Port Said – 15

Cairo - 13

Hurghada - 18

### 3 Listen and read

Warm weather is good for farming.

We need sun and rain to grow plants.

When there is no water and the weather is too hot, we can't grow plants.

In the Nile Delta, it is partly sunny and partly rainy. We can grow different kinds of crops.

# Traditional products in Egypt



## 1 Listen and read

1

**Nubia** is a place along the River Nile, in southern Egypt and northern **Sudan**. Nubia is famous for making **baskets**. People use **papyrus reeds** and **palm tree** leaves to make the baskets. They **weave** the leaves or **reeds** together.



2



In **Damietta**, there are lots of places where people make **furniture**. Damietta is a **port**, so boats can travel to and from other countries. People in Damietta sell the **furniture** in Egypt and all around the world.

3

**Al-Fayoum** is a city in Egypt. People used **sand** to **blow colorful glass** in different shapes. It was beautiful and famous. Today, there are places in Cairo where people make glass objects in the **traditional** way.





**Giza** is well-known for making **carpets** and **rugs**. They are very beautiful and people all over the world buy them. People use wool, cotton or silk to **weave** the carpets on a **loom**. There are lots of schools in Giza where people can learn to weave carpets.



## 2 Read again and correct the words in bold

1 People in Nubia use **wool** to make baskets. reeds.

2 Damietta is a **station**. ______________.

3 People used **leaves** to make glass. ______________.

4 People in Giza **blow** carpets on a loom. ______________.



## 3 Think and answer

1 Why are the baskets made of reeds?

______________________________

2 What animals can we get wool from?

______________________________

3 How do you make glass from sand?

______________________________

4 Why is it useful to be in a port?

______________________________

# Reading



## 1 Listen and read

Can you guess where you can read this?

**a** In a book. **b** On a computer.

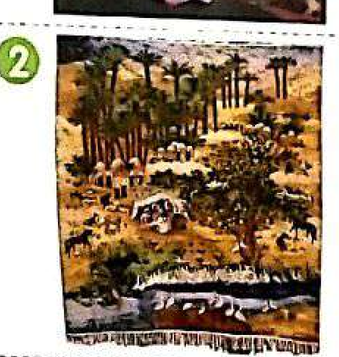
EGYPTIAN PRODUCTS new products organics best sellers web only specials quick order

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SEARCH - In Products -

HOME › EGYPTIAN PRODUCTS

**1** These colorful baskets from Nubia are in lots of different sizes. Some are big and some are small. You can use the smallest ones for things on your desk or in your bathroom. You can use the biggest ones to store clothes or toys. EGP. 100



**2** This rug is from Giza. It's expensive, but it's very beautiful and it's big. It's made of wool and it's very soft. There's a picture of animals on it – horses and birds. EGP. 400



**3** These glasses are from Cairo. They are made of blue and red glass. You can use them to drink water or juice. EGP. 75



**4** This wooden chair is from Damietta. It is perfect for a child's bedroom. You can paint it different colors – white, gray, red or blue. EGP. 250



## 2 Read and answer

1 Which products can you use to drink from? ________________.

2 Which product can you paint? ________________.

3 Which product can be big or small? ________________.

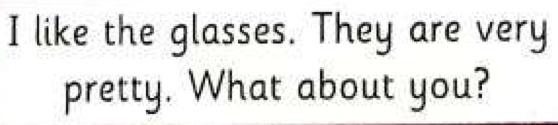
4 Which product is expensive? ________________.



## 3 Ask and answer with a friend



What is your favorite product?



I like the glasses. They are very pretty. What about you?



## 4 Answer the questions

1 Do you have any of these products in your home?

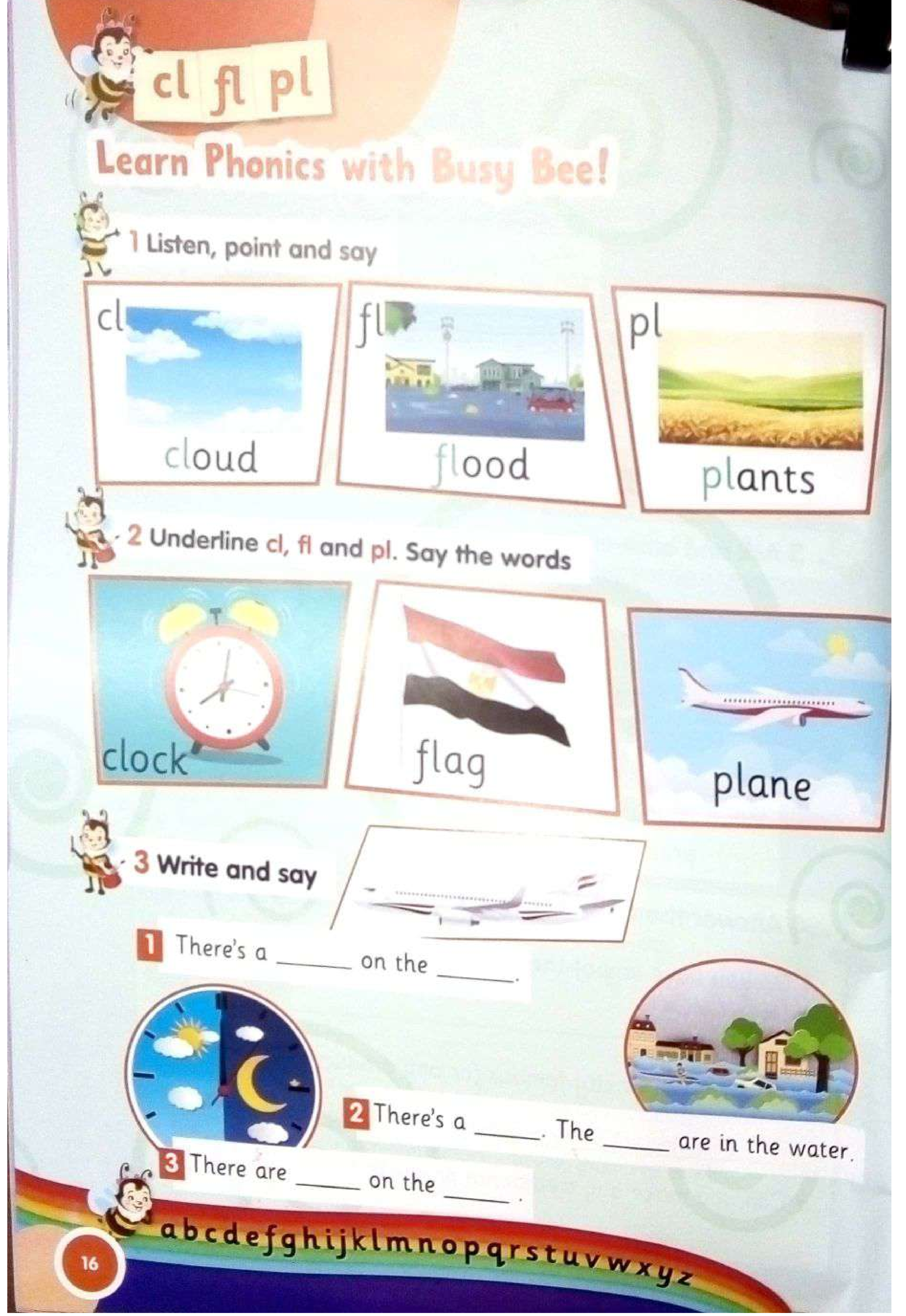
________________________________________

2 Is your town or city famous for any products?

________________________________________

3 Can you make any traditional products ?

________________________________________



# cl fl pl

## Learn Phonics with Busy Bee!

**1 Listen, point and say**



**2 Underline cl, fl and pl. Say the words**

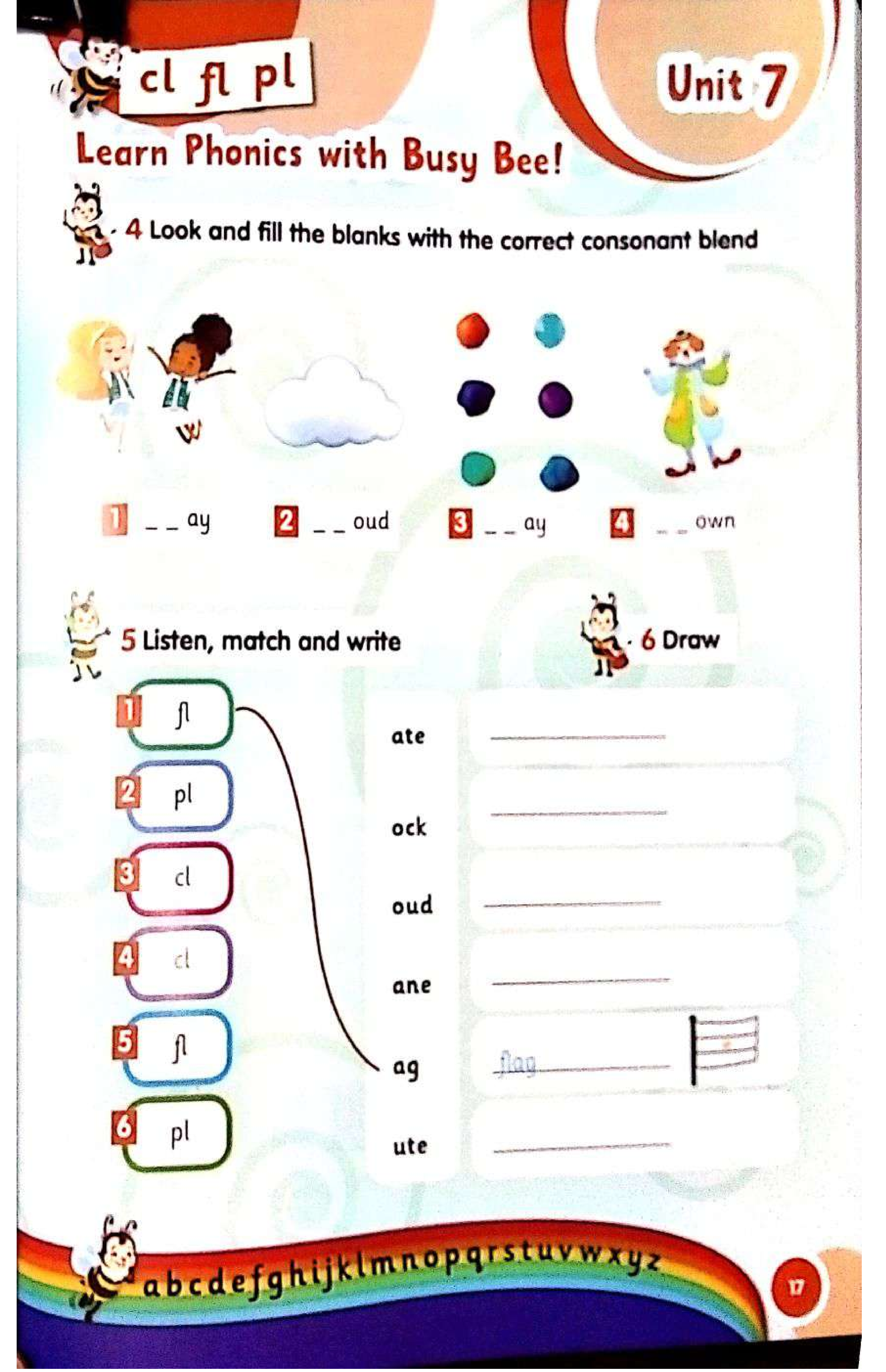


**3 Write and say**

1 There's a ______ on the ______.

2 There's a ______. The ______ are in the water.

3 There are ______ on the ______.



# cl fl pl

Unit 7

## Learn Phonics with Busy Bee!

**4** Look and fill the blanks with the correct consonant blend

1 _ _ ay 2 _ _ oud 3 _ _ ay 4 _ _ own

**5** Listen, match and write

**6** Draw

| | | |
|---|---|---|
| 1 fl | ate | |
| 2 pl | ock | |
| 3 cl | oud | |
| 4 cl | ane | |
| 5 fl | ag | flag |
| 6 pl | ute | |

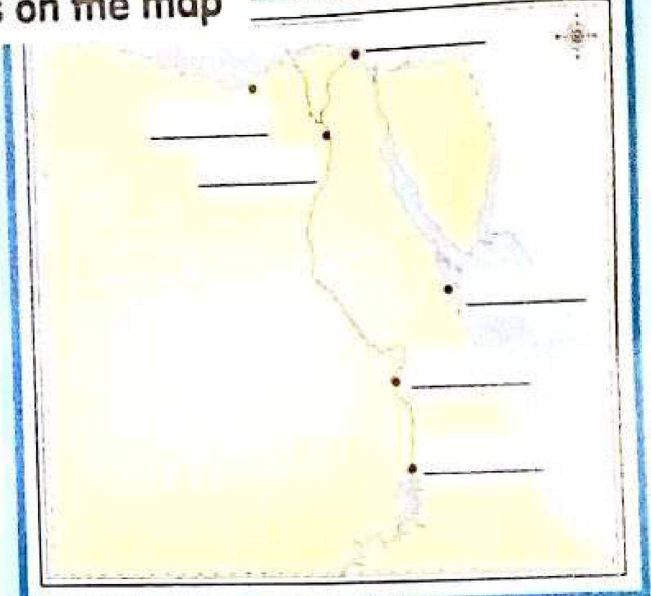
abcdefghijklmnopqrstuvwxyz

# CLIL: Math: Graphs

Port Said Alexandria Damietta Hurghada Luxor Aswan

## 1 Look and write the cities on the map

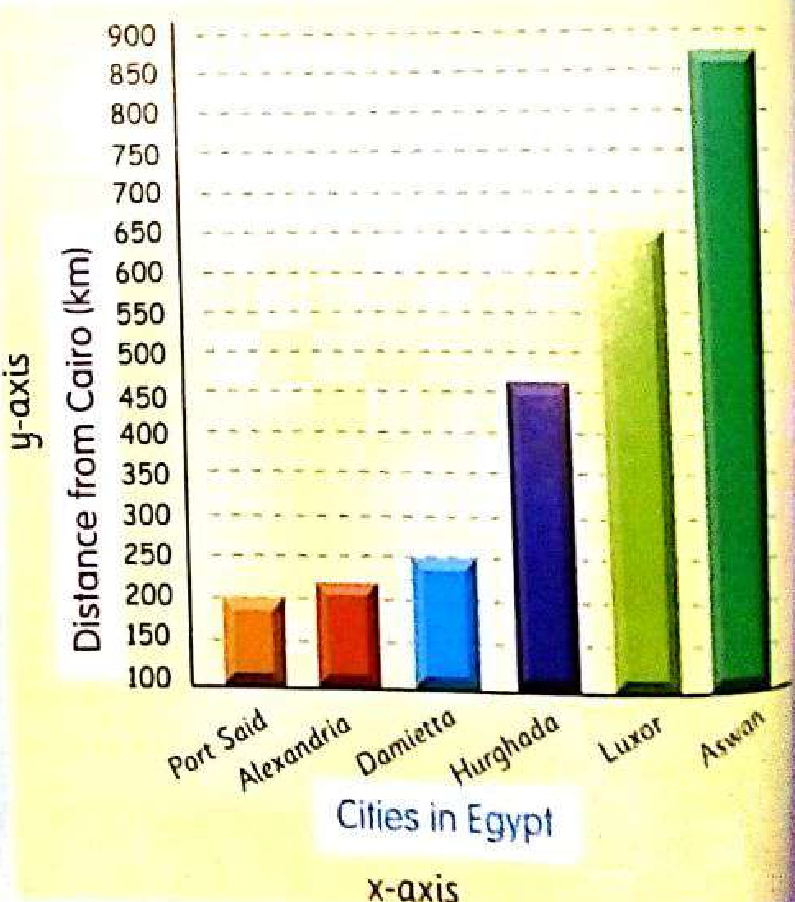
I live in Cairo with my family. We like to travel to other places in Egypt. Sometimes we go by car. Sometimes we go by train. I like to visit different places to learn about Egypt. Some of them are close, and some of them are far away.



A **bar graph** is a good way to show information. The **x-axis** is the line that goes across the bottom.

It shows the different groups we are measuring. The **y-axis** is the line that goes up. It shows how much or how many of a thing there is.

A graph shows us how to compare things, for example, **distance**, **temperature** or **time**. We **label** the x-axis and the y-axis to show what we are comparing.





## 2 Read and circle a or b

1 The x-axis is the line that ______________.

a goes up    b goes across the bottom

2 Aswan is very ______________ Cairo.

a close to    b far from

3 This bar graph shows the ______________

a distance of cities from Cairo.

b temperatures of cities around Egypt.



## 3 Look at the graph and answer the questions

1 How far is it from Cairo to Alexandria?

It's about 200 km.

2 How far is it from Cairo to Luxor?

______________

3 Which is closer to Cairo – Port Said or Damietta?

______________

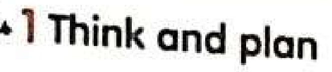
4 Which is farther from Cairo – Hurghada or Aswan?

______________

# Project: Make a temperature graph

## You will need:

graph paper



a ruler



colored pencils



the internet

### 1 Think and plan

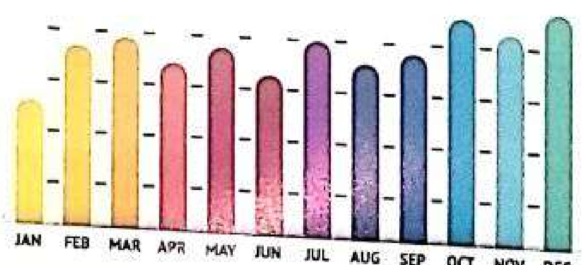
1 Choose a city in Egypt.
2 Find out what the average temperature is in each month of the year. Write the temperatures.

January – $12^0$

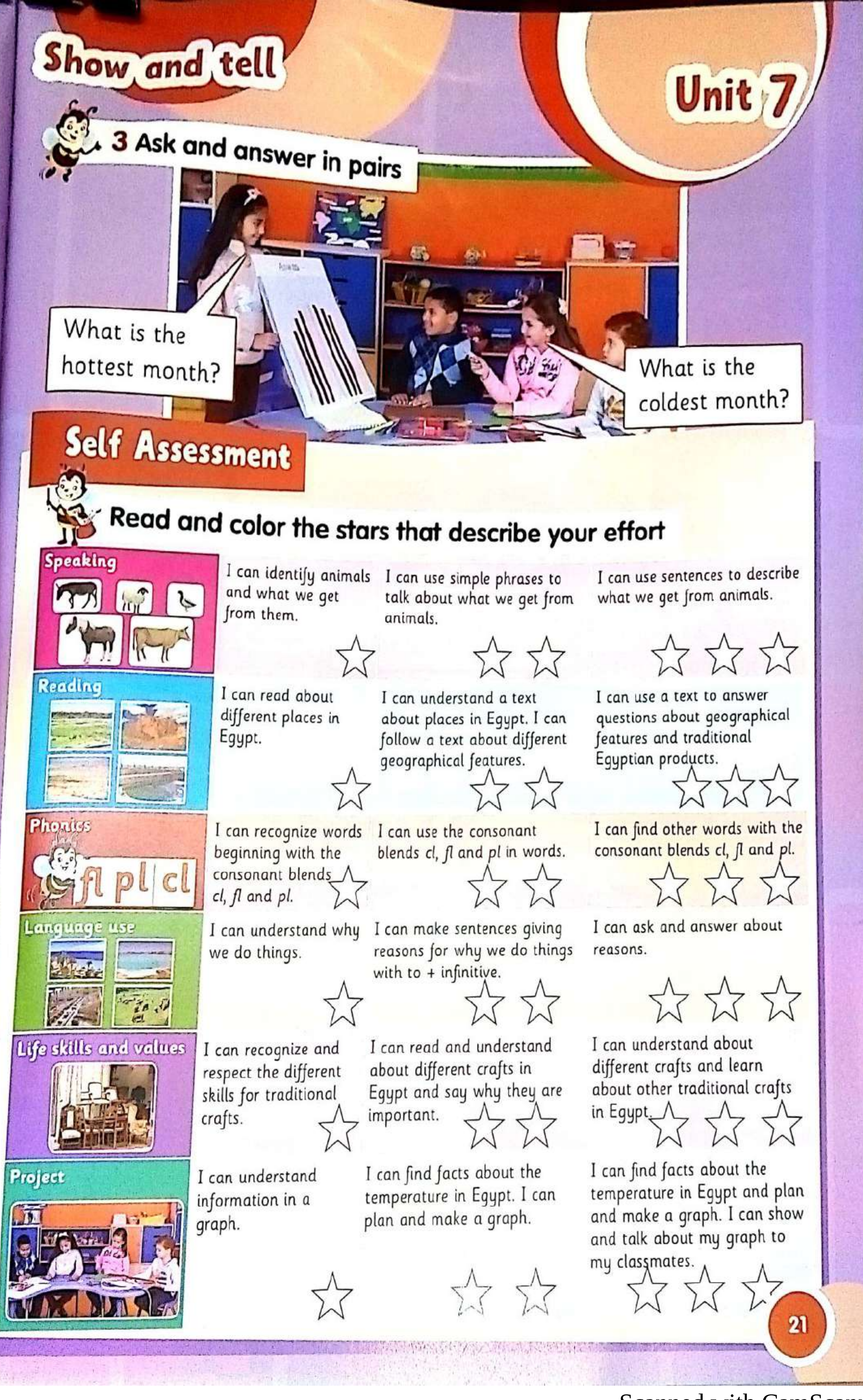
February - $17^0$

### 2 Make

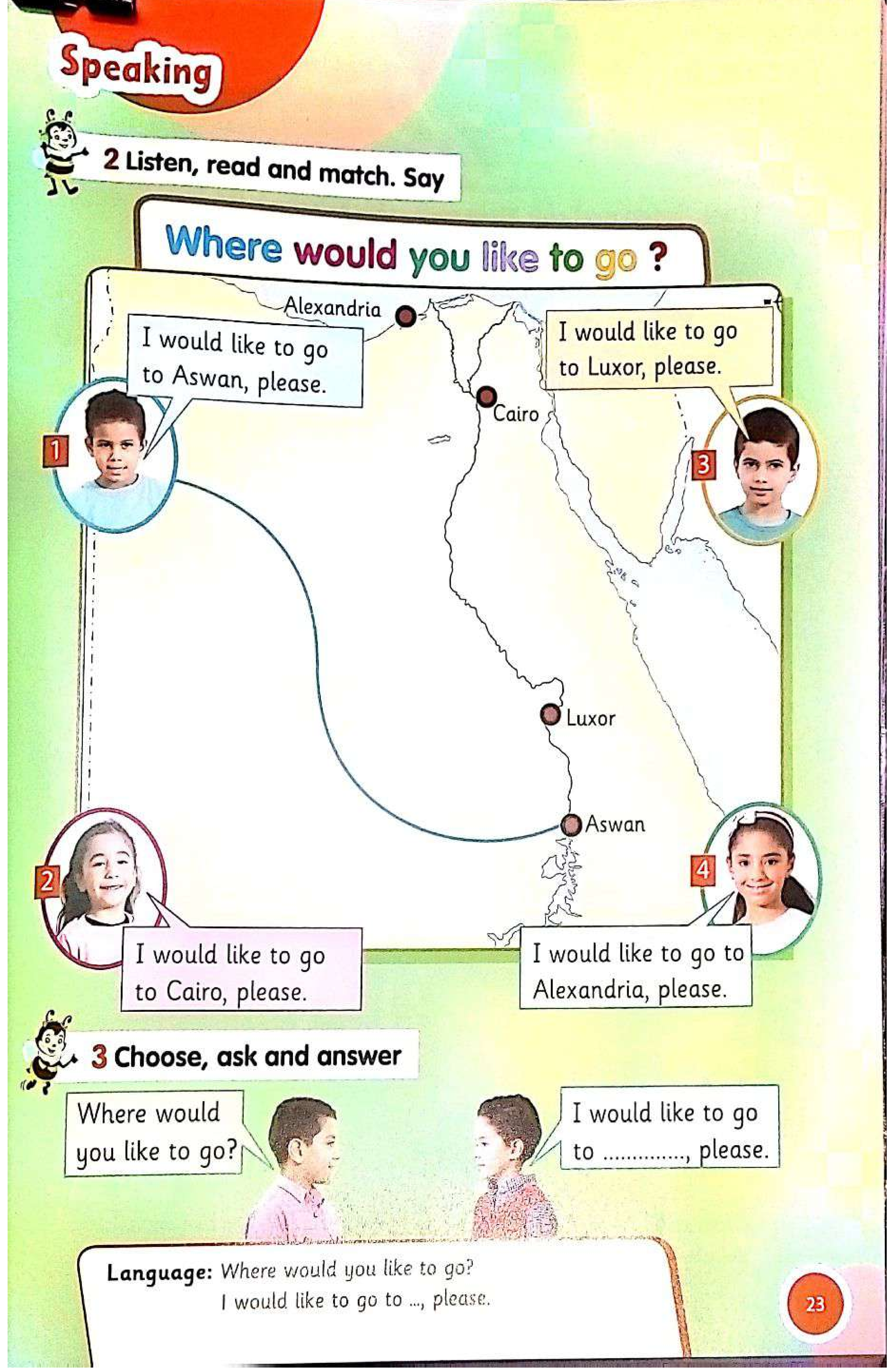
3 Draw a graph. You need 12 sections in the x-axis.
4 Label the x-axis with the months of the year.
5 Look at your lowest temperature. Look at your highest temperature. Make sure you can count to the highest temperature on your y-axis.

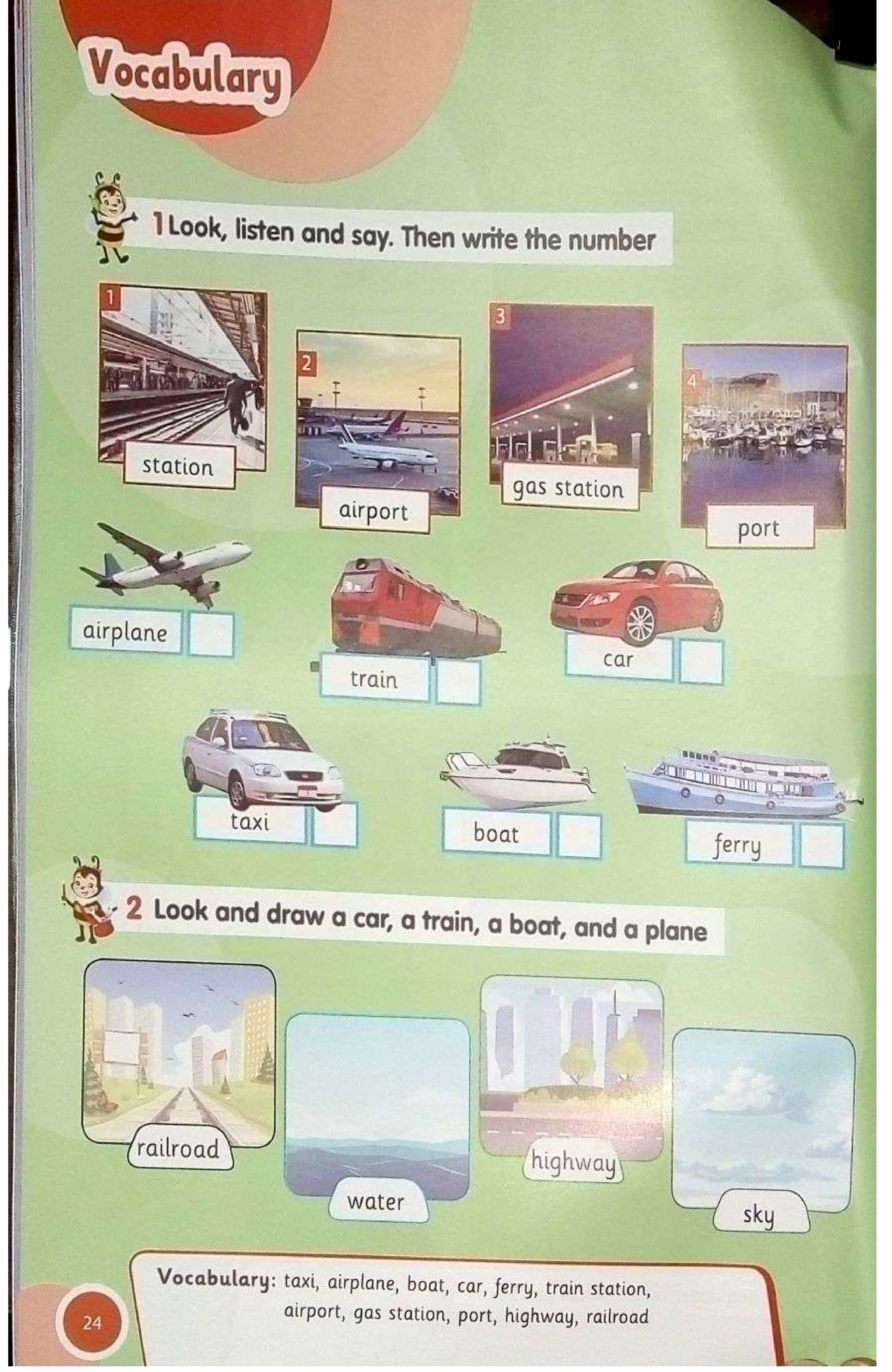






Show and tell
Unit 7
3 Ask and answer in pairs
What is the hottest month?
What is the coldest month?
Self Assessment
Read and color the stars that describe your effort
Speaking
I can identify animals and what we get from them.
I can use simple phrases to talk about what we get from animals.
I can use sentences to describe what we get from animals.
Reading
I can read about different places in Egypt.
I can understand a text about places in Egypt. I can follow a text about different geographical features.
I can use a text to answer questions about geographical features and traditional Egyptian products.
Phonics
fl pl cl
I can recognize words beginning with the consonant blends cl, fl and pl.
I can use the consonant blends cl, fl and pl in words.
I can find other words with the consonant blends cl, fl and pl.
Language use
I can understand why we do things.
I can make sentences giving reasons for why we do things with to + infinitive.
I can ask and answer about reasons.
Life skills and values
I can recognize and respect the different skills for traditional crafts.
I can read and understand about different crafts in Egypt and say why they are important.
I can understand about different crafts and learn about other traditional crafts in Egypt.
Project
I can understand information in a graph.
I can find facts about the temperature in Egypt. I can plan and make a graph.
I can find facts about the temperature in Egypt and plan and make a graph. I can show and talk about my graph to my classmates.
21


Unit 8 Don't get lost!
1 Look, listen and read
1 Can I play?
2 Yes, you can. Where would you like to go?
3 I would like to go to the station, please.
4 Go straight. Then turn right. The station is next to the café.
5 There is the station.
6 Thank you.
Store
START
Museum
Cafe
BUS Station
22


Speaking
2 Listen, read and match. Say
Where would you like to go ?
Alexandria
Cairo
Luxor
Aswan
1
I would like to go to Aswan, please.
2
I would like to go to Cairo, please.
3
I would like to go to Luxor, please.
4
I would like to go to Alexandria, please.
3 Choose, ask and answer
Where would you like to go?
I would like to go to ............., please.
Language: Where would you like to go?
I would like to go to ..., please.



# Vocabulary

## 1 Look, listen and say. Then write the number

1 station

2 airport

3 gas station

4 port

airplane [ ]

train [ ]

car [ ]

taxi [ ]

boat [ ]

ferry [ ]

## 2 Look and draw a car, a train, a boat, and a plane

railroad

water

highway

sky

**Vocabulary:** taxi, airplane, boat, car, ferry, train station, airport, gas station, port, highway, railroad






### 3 Look and read. Ask and answer









### 4 Look, read and complete

1 I go to Cairo by ............................ .



2 I go to Luxor by ............................ .



3 I go to Port Said by ........................ .



4 I go to Aswan by ............................ .



# Reading: Transportation jobs



**1 Listen and read. Number**




Airplanes are the fastest way to travel. A **pilot** flies a plane. A **co-pilot** helps the pilot. There are **flight attendants** on an airplane. They help the **passengers**.






A train travels on a **railroad**. **Passengers** get on and off a train at a **station**. A train needs to get to the station on time. A **schedule** tells passengers the times of the trains.

A **railroad engineer** drives the train. A **station master** helps people at the station. A **conductor** travels on the train and checks the passengers' tickets.







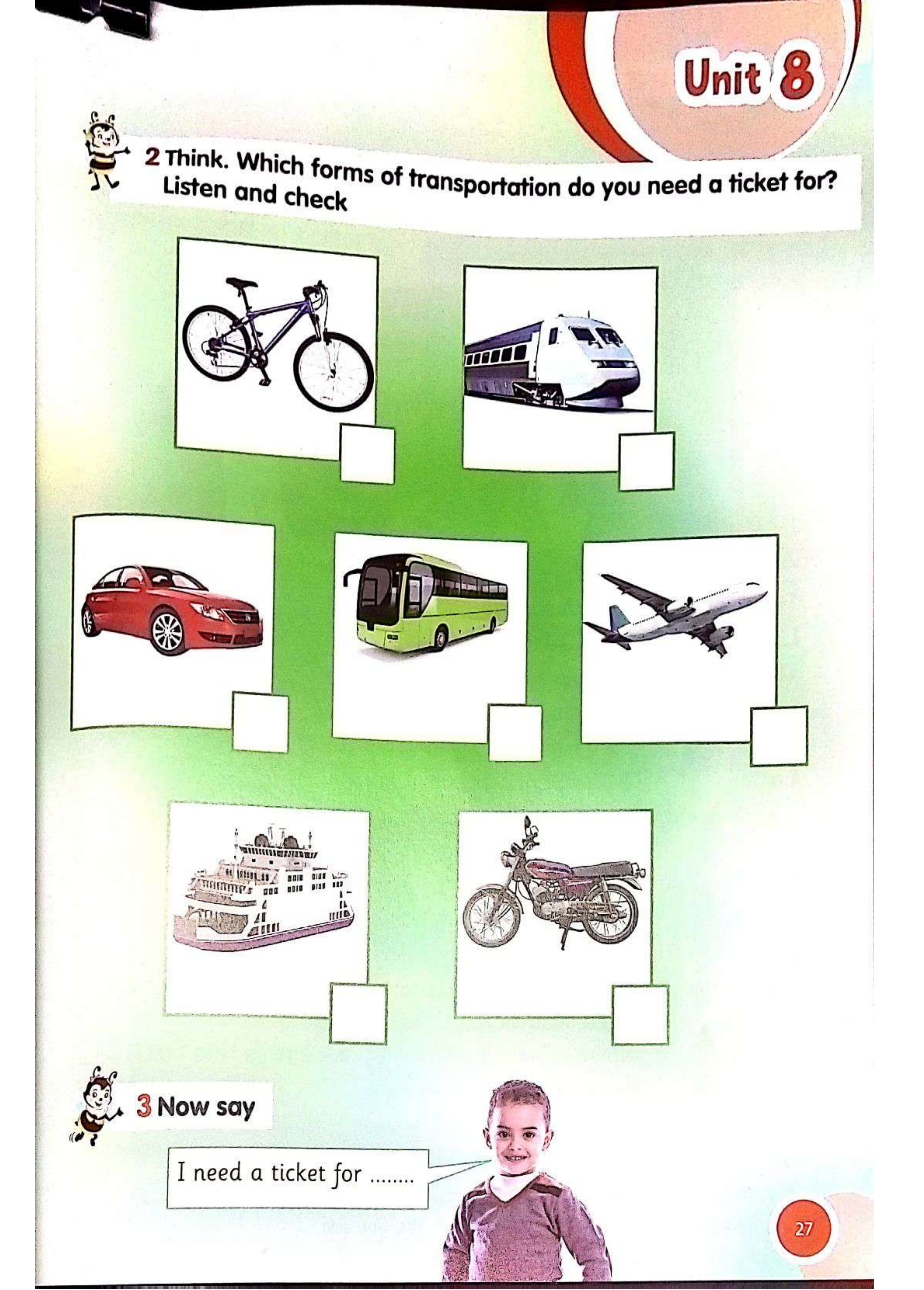



A **mechanic** checks the engines and fixes anything that is broken.
You need a **ticket** to travel on some types of transportation. A **ticket agent** sells tickets to the passengers.





**Vocabulary:** ticket agent, railroad engineer, conductor, station master, pilot, co-pilot, flight attendant, mechanic, schedule, engine, passenger



2 Think. Which forms of transportation do you need a ticket for? Listen and check

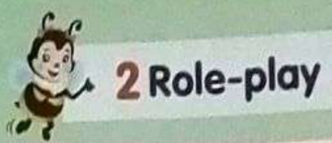
3 Now say

I need a ticket for ........

# Can I buy a ticket here?



**1 Read and listen**



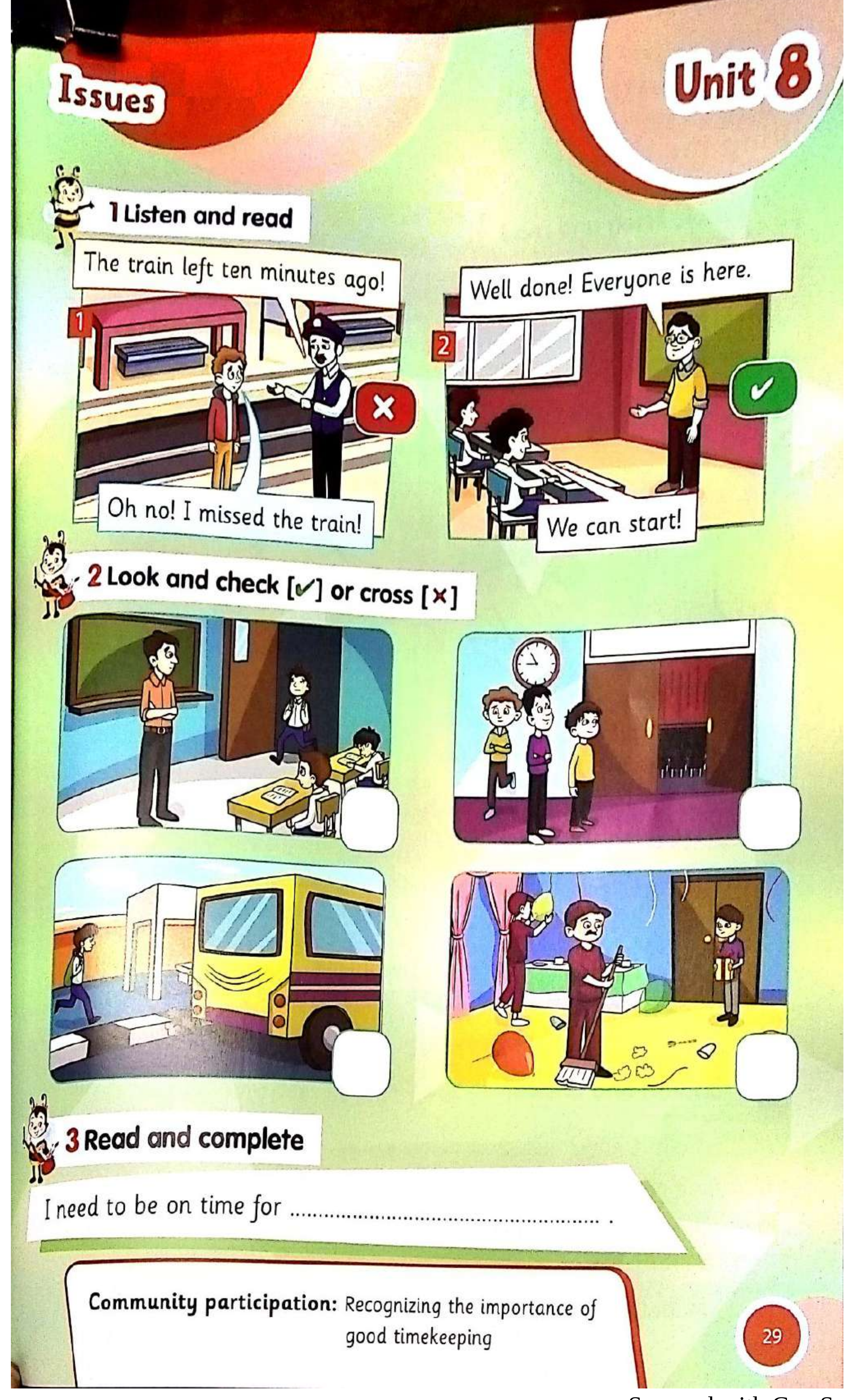
**2 Role-play**

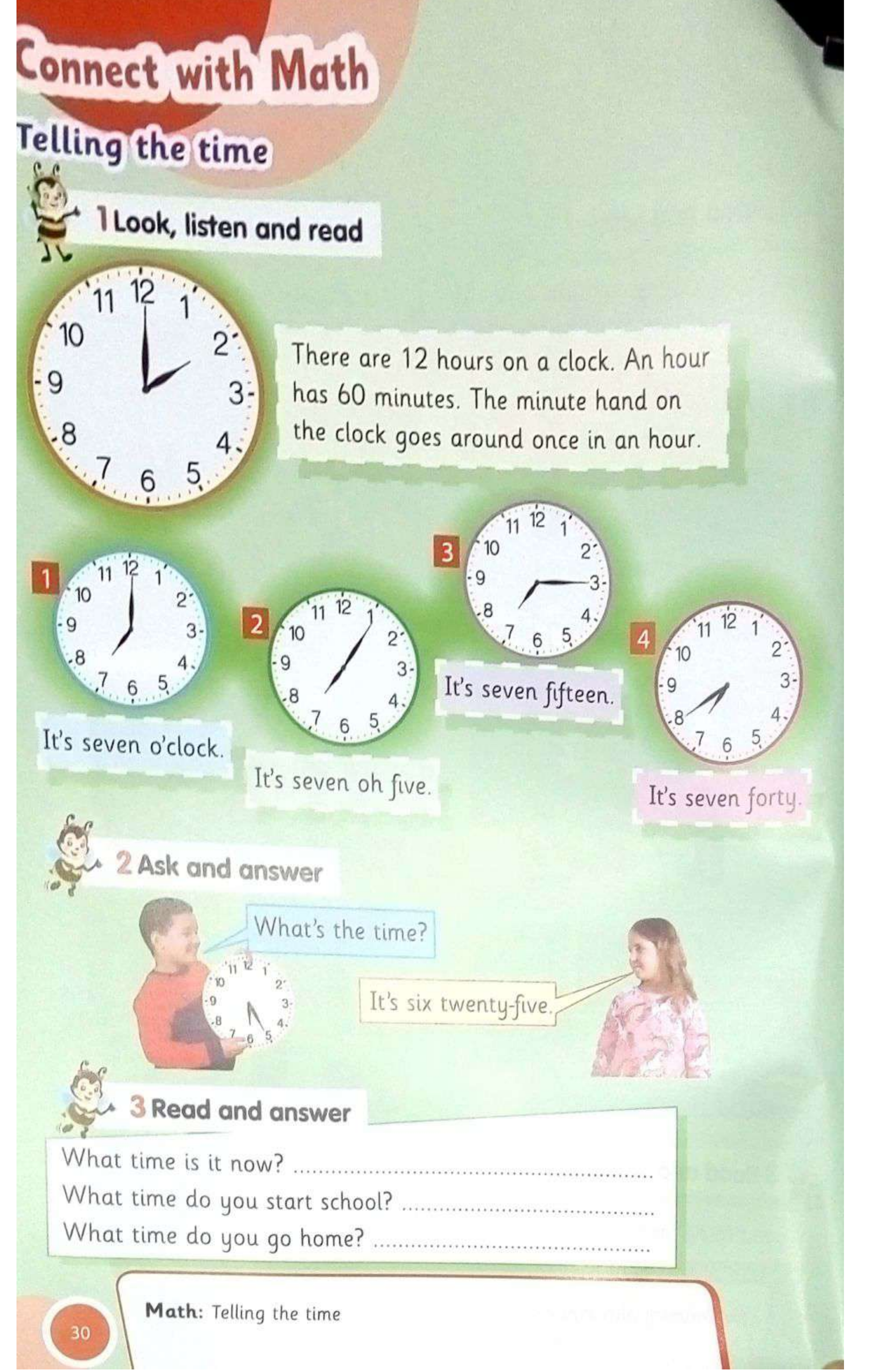


**Ticket agent:** Hello! Can I help you?
**Laila:** We would like to go to Giza, please.
**Ticket agent:** You need to buy a ticket for the train.
**Laila:** Can I buy a ticket here?
**Ticket agent:** Yes, you can. How many people are traveling?
**Laila:** One **adult** and one child, please.
**Ticket agent:** That will be 160 pounds, please.
**Laila:** Here you are.
**Ticket agent:** Thank you. Here is your ticket. This is the **adult ticket**. Give it to your dad, please.
**Laila:** Which **platform** do we need to go to?
**Ticket agent:** You need to go to platform 4. The train arrives there in ten minutes.
**Laila:** Where is platform 4?
**Ticket agent:** Go straight. Then turn right.
**Laila:** Thank you.
**Ticket agent:** Have a good trip!



**Language:** *Can I buy a ticket here? Yes, you can.*
*Give it to your dad, please!*


Issues
Unit 8
1 Listen and read
The train left ten minutes ago!
Oh no! I missed the train!
Well done! Everyone is here.
We can start!
2 Look and check [✓] or cross [×]
3 Read and complete
I need to be on time for ............................................... .
Community participation: Recognizing the importance of good timekeeping



# Connect with Math

## Telling the time

### 1 Look, listen and read

There are 12 hours on a clock. An hour has 60 minutes. The minute hand on the clock goes around once in an hour.

1 It's seven o'clock.

2 It's seven oh five.

3 It's seven fifteen.

4 It's seven forty.

### 2 Ask and answer



### 3 Read and answer

What time is it now? ..............................................

What time do you start school? ..............................................

What time do you go home? ..............................................

**Math:** Telling the time



## 1 Look, read and listen. Complete the sentences

**Alexandria → Giza**

| | | | | |
|---|---|---|---|---|
| Alexandria | 5:45 | 7:15 | 7:45 | —— |
| Cairo | —— | 10:30 | 11:00 | 12:30 |
| Giza | 9:15 | 10:50 | 11:20 | 12:50 |

1 There are ................. trains in total.

2 ................. trains start from Alexandria.

3 All the trains go to .................

4 Only ................. trains stop in Cairo.

5 It takes 20 minutes to travel from ................. to Giza.

**Giza → Alexandria**

| | | | | |
|---|---|---|---|---|
| Giza | 02:45 | 5:55 | 8:45 | 9:05 |
| Cairo | 03:05 | 6:15 | 9:00 | —— |
| Alexandria | 06:20 | 9:10 | —— | 12:20 |

1 The earliest train leaves Giza at ................... .

2 The latest train leaves Giza at ................... .

3 If you want to get to Cairo by 9:00 am you need to catch the ................. train from Giza.

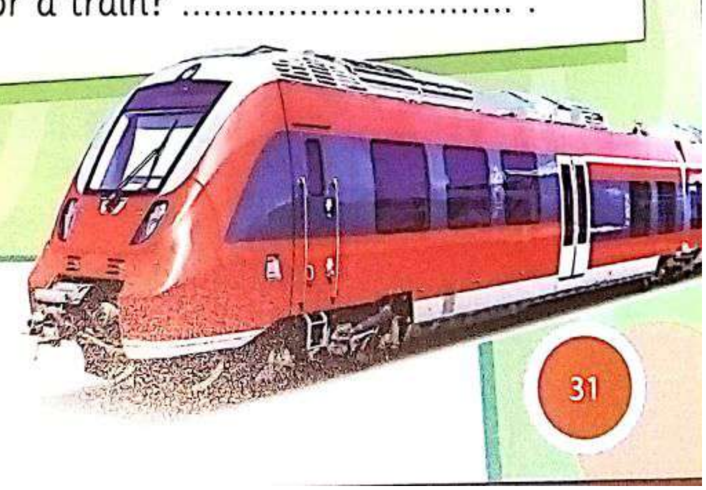
4 The ................. train from Giza doesn't stop in Cairo.



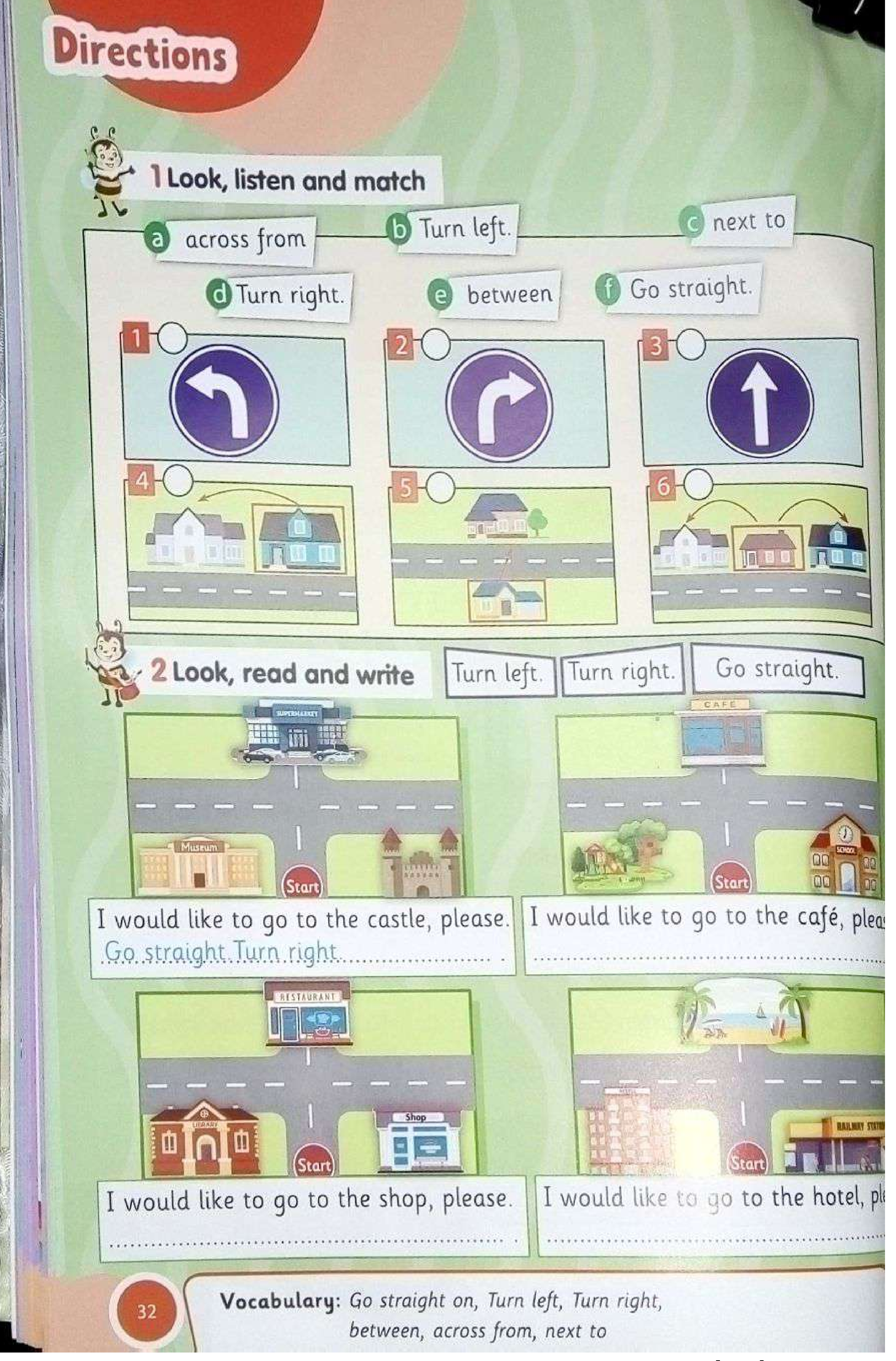
## 2 Look and answer the questions

1 Dina wants to travel from Alexandria to Giza. She needs to be in Giza by 11:00 pm. Which train does she need to catch? ............................. .

2 Fares wants to travel from Giza to Alexandria. He arrives at Giza station at 9:00 am. How long does he wait for a train? ............................. .



**Life skills:** Problem solving



# Directions

## 1 Look, listen and match

a across from
b Turn left.
c next to
d Turn right.
e between
f Go straight.

1 ◯
2 ◯
3 ◯
4 ◯
5 ◯
6 ◯

## 2 Look, read and write

Turn left. | Turn right. | Go straight.

SUPERMARKET
Museum
Start

I would like to go to the castle, please.
Go straight. Turn right. ........................

CAFE
SCHOOL
Start

I would like to go to the café, pleas
..............................................

RESTAURANT
LIBRARY
Shop
Start

I would like to go to the shop, please.
..............................................

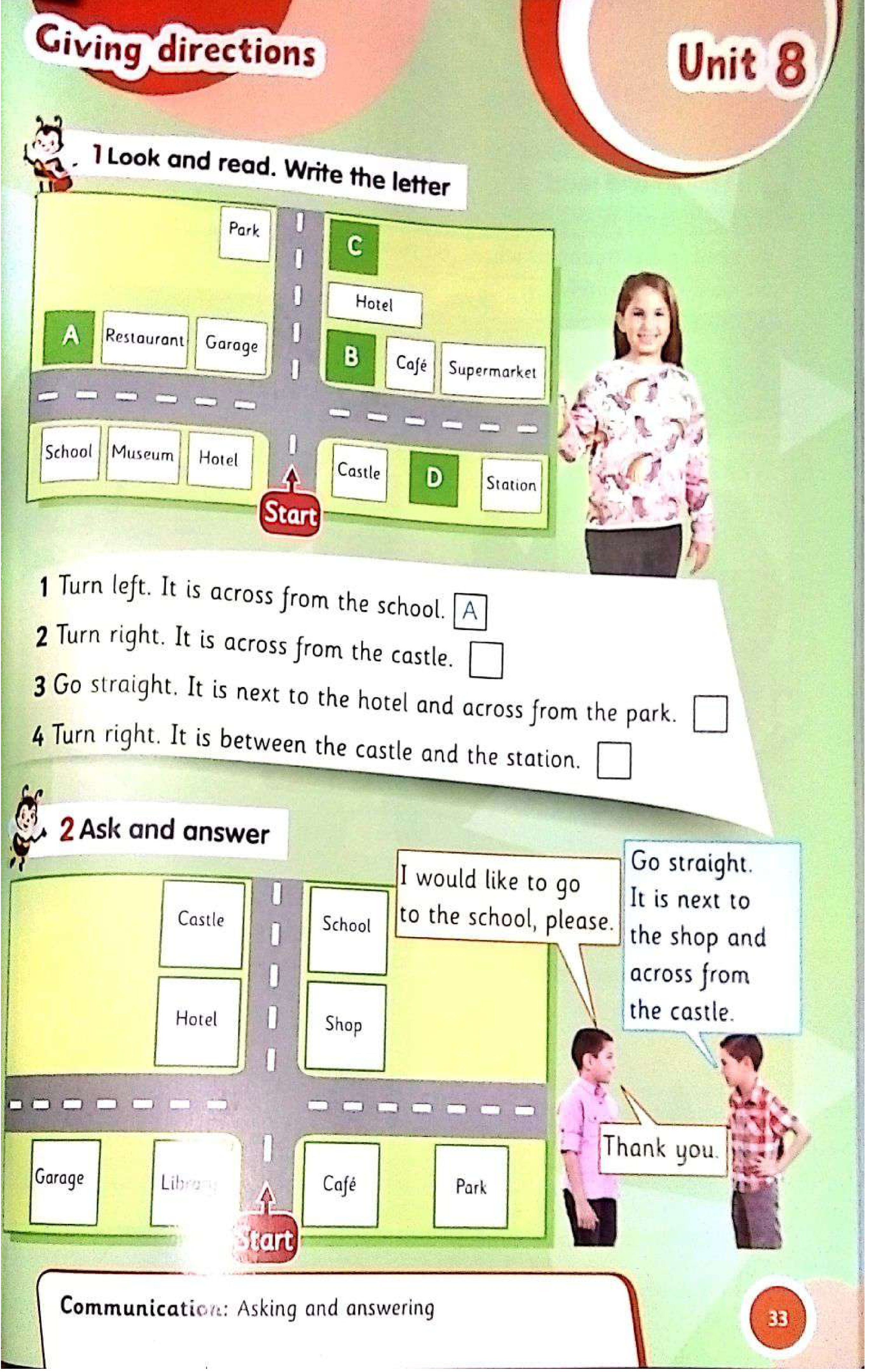
RAILWAY STATI
Start

I would like to go to the hotel, pl
..............................................



**Vocabulary:** *Go straight on, Turn left, Turn right, between, across from, next to*

# Giving directions

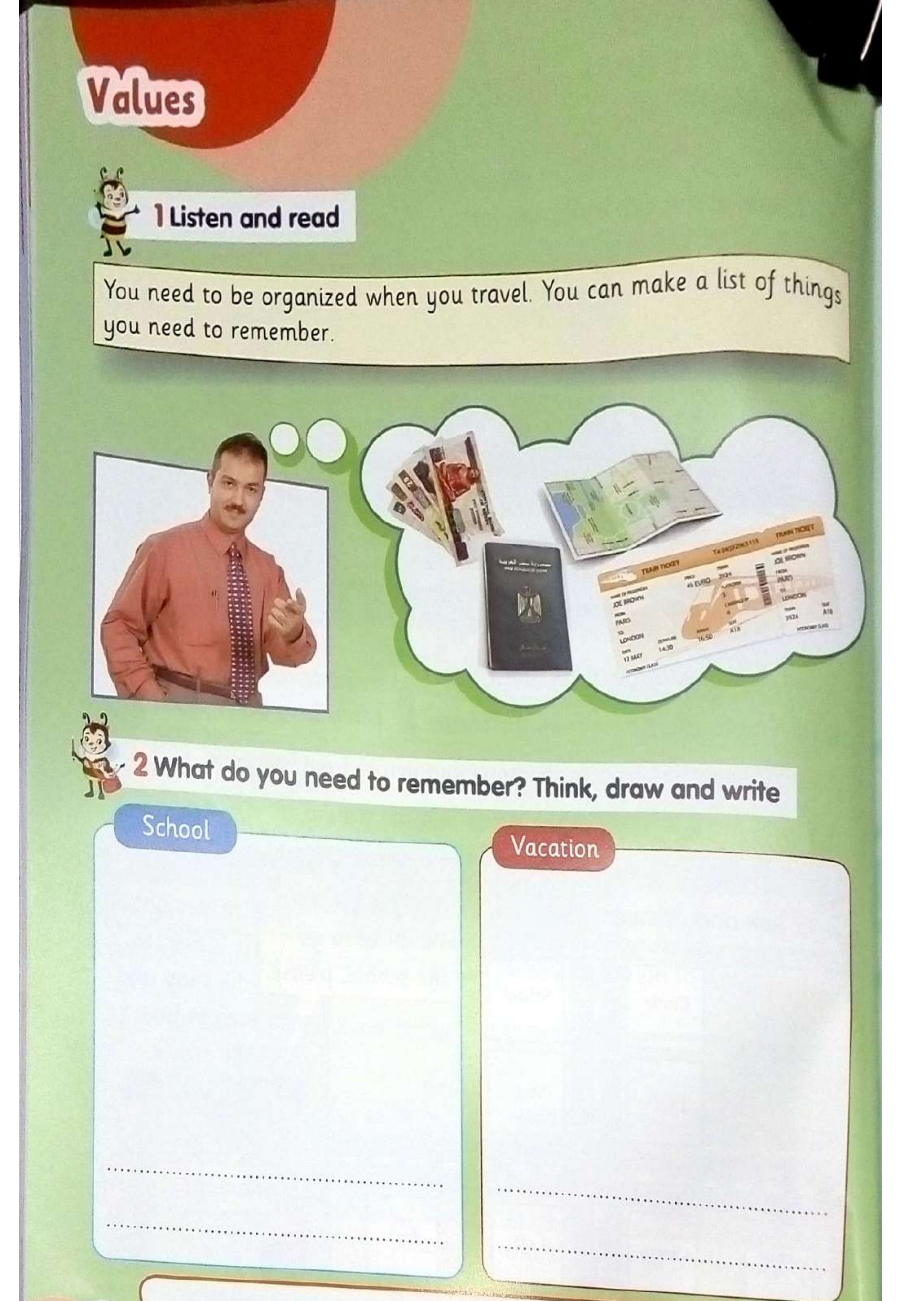



## 1 Look and read. Write the letter

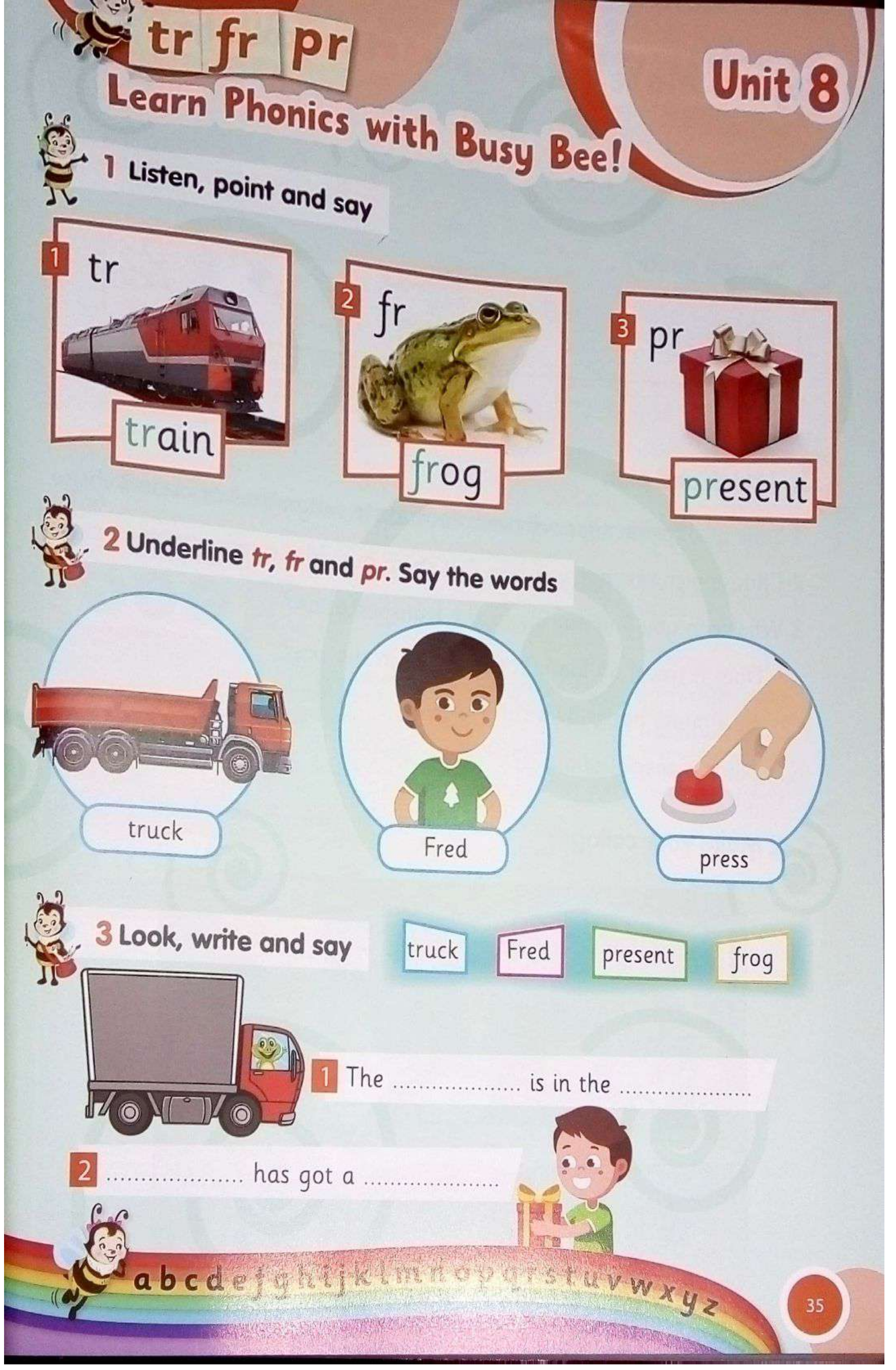
1 Turn left. It is across from the school. A
2 Turn right. It is across from the castle. ☐
3 Go straight. It is next to the hotel and across from the park. ☐
4 Turn right. It is between the castle and the station. ☐

## 2 Ask and answer

**Communication:** Asking and answering



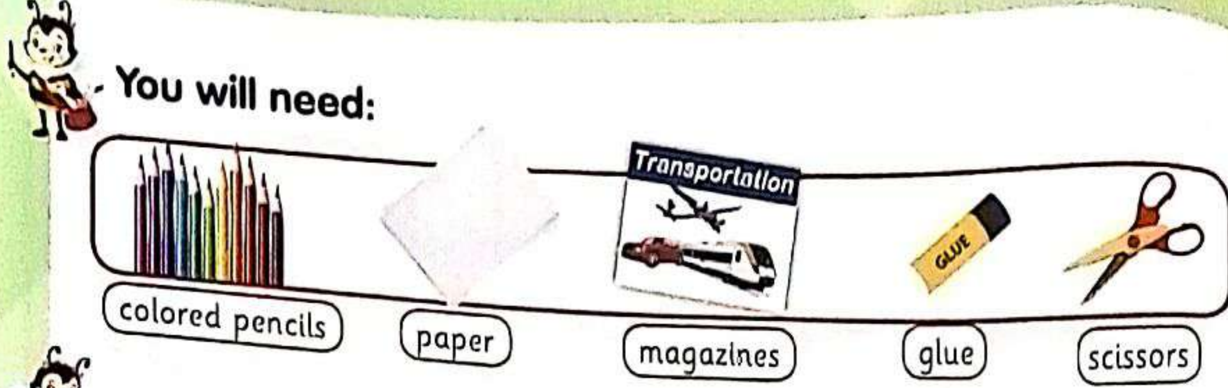
Values
1 Listen and read
You need to be organized when you travel. You can make a list of things you need to remember.
2 What do you need to remember? Think, draw and write
School
Vacation
Values: Independence
34


tr fr pr
Unit 8
Learn Phonics with Busy Bee!
1 Listen, point and say
1 tr
train
2 fr
frog
3 pr
present
2 Underline tr, fr and pr. Say the words
truck
Fred
press
3 Look, write and say
truck
Fred
present
frog
1 The .................. is in the ..................
2 .................. has got a ..................
a b c d e f g h i j k l m n o p q r s t u v w x y z
35

# Project: Make a transportation collage



## You will need:




## 1 Think and plan

1 Look at different types of transportation in magazines or on a website

2 Choose pictures that you like. Cut them out. Make some notes.

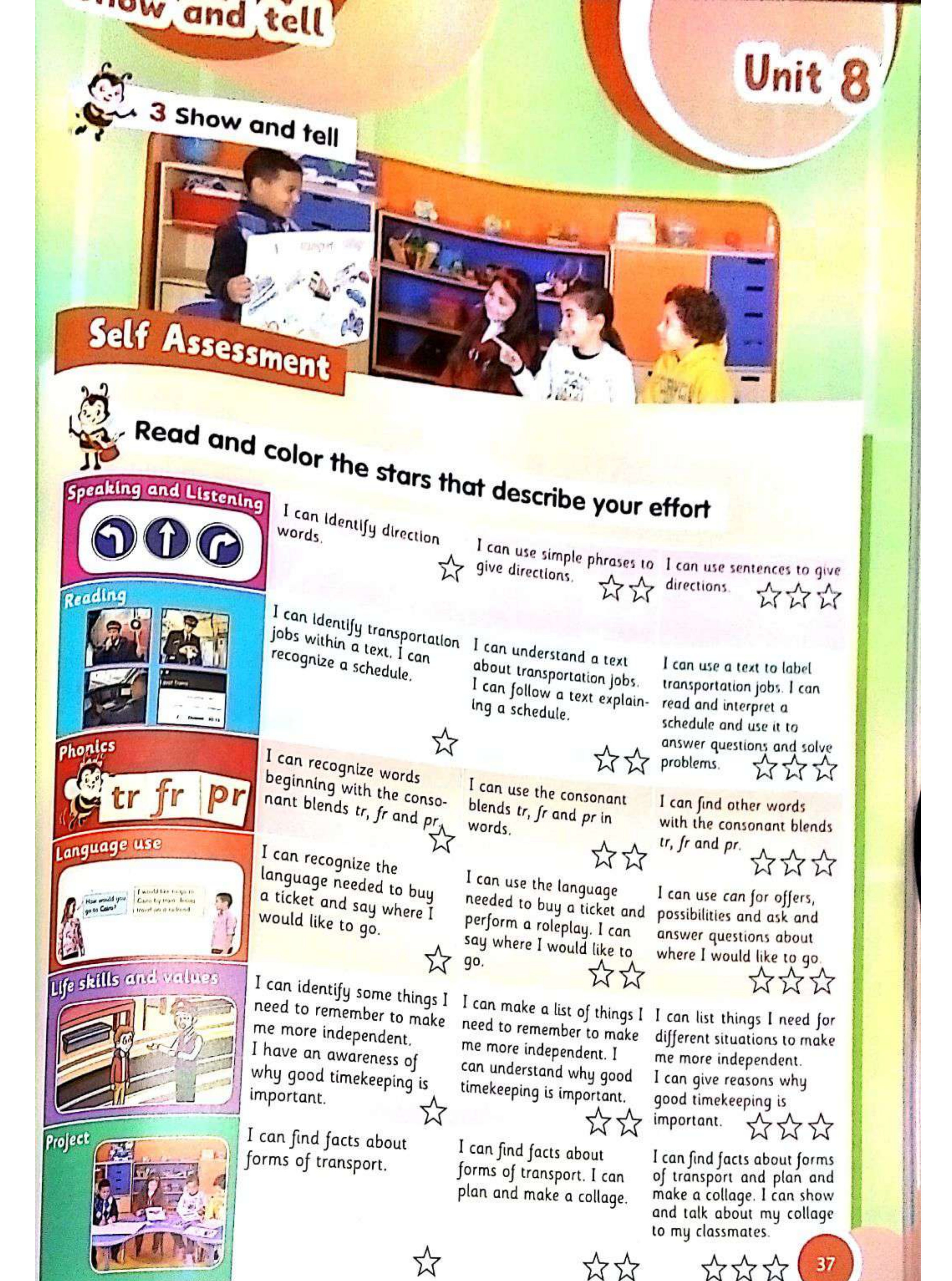
3 What can you find out about the transportation?

- Does it travel on land, in the sea or in the sky?
- How many passengers can it carry?
- What is special about it?



## 2 Make your collage







# Unit 8

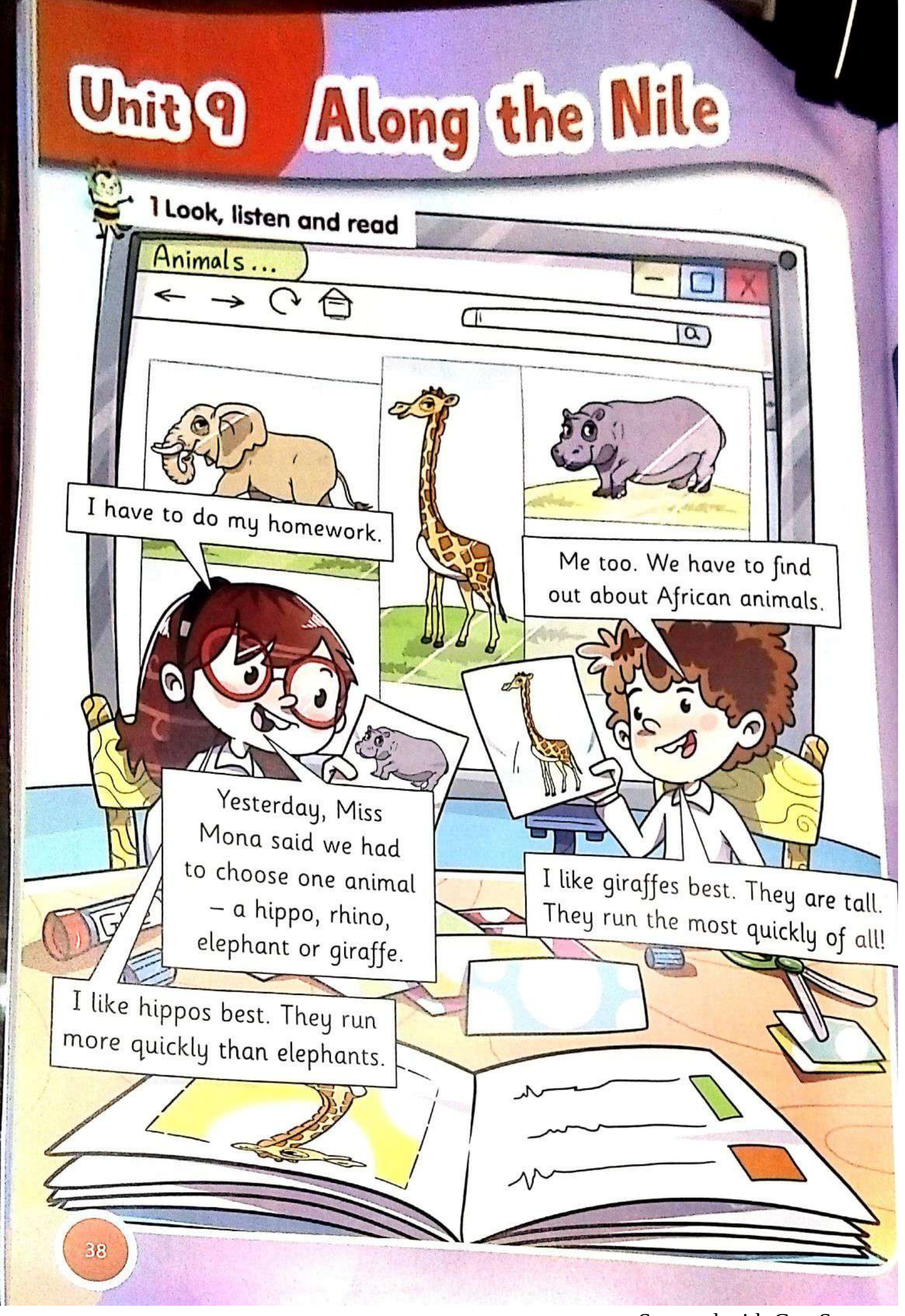
## 3 Show and tell

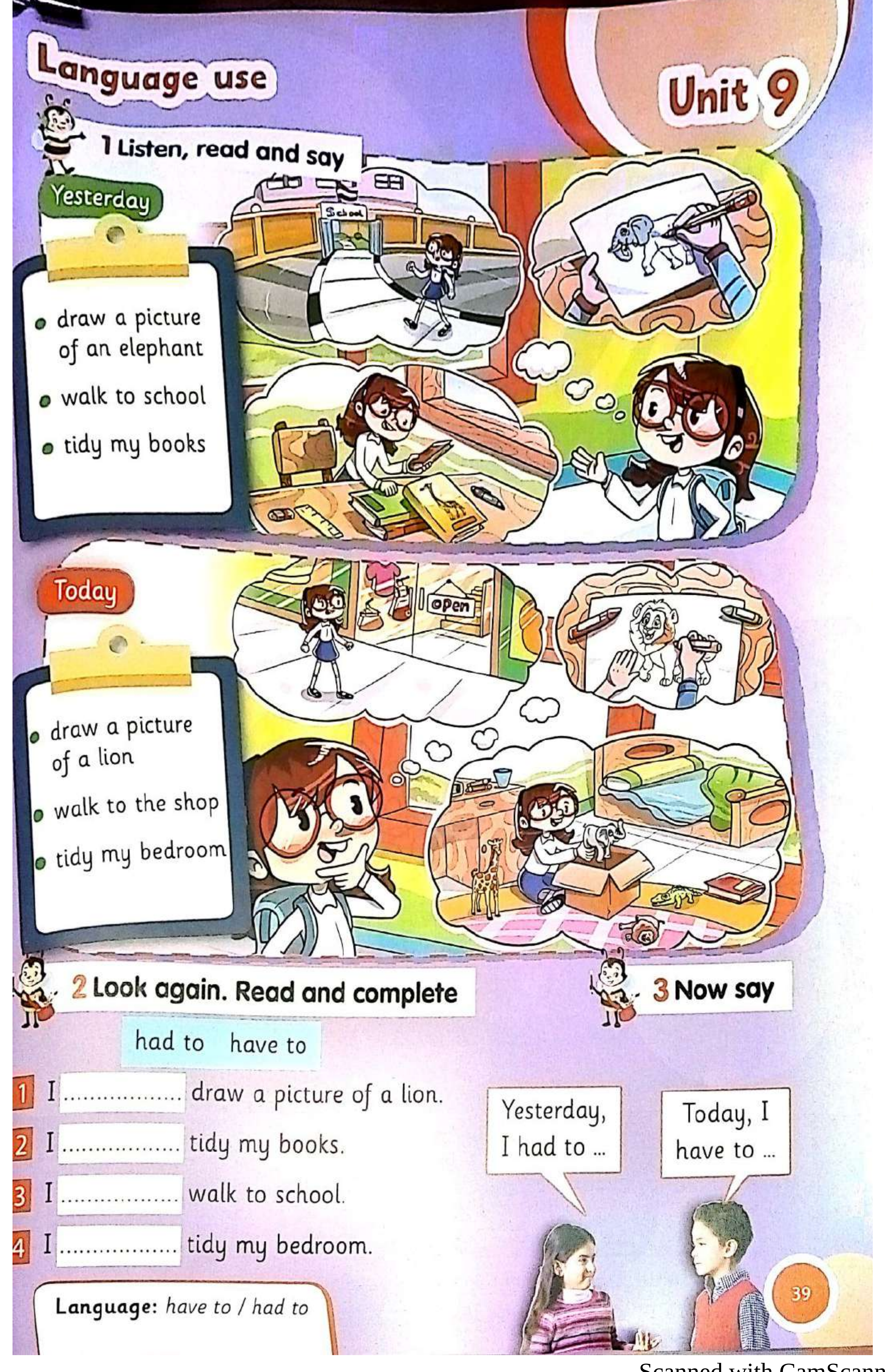
## Self Assessment

### Read and color the stars that describe your effort

| | ☆ | ☆☆ | ☆☆☆ |
|---|---|---|---|
| Speaking and Listening | I can identify direction words. | I can use simple phrases to give directions. | I can use sentences to give directions. |
| Reading | I can identify transportation jobs within a text. I can recognize a schedule. | I can understand a text about transportation jobs. I can follow a text explaining a schedule. | I can use a text to label transportation jobs. I can read and interpret a schedule and use it to answer questions and solve problems. |
| Phonics (tr fr pr) | I can recognize words beginning with the consonant blends *tr*, *fr* and *pr*. | I can use the consonant blends *tr*, *fr* and *pr* in words. | I can find other words with the consonant blends *tr*, *fr* and *pr*. |
| Language use | I can recognize the language needed to buy a ticket and say where I would like to go. | I can use the language needed to buy a ticket and perform a roleplay. I can say where I would like to go. | I can use *can* for offers, possibilities and ask and answer questions about where I would like to go. |
| Life skills and values | I can identify some things I need to remember to make me more independent. I have an awareness of why good timekeeping is important. | I can make a list of things I need to remember to make me more independent. I can understand why good timekeeping is important. | I can list things I need for different situations to make me more independent. I can give reasons why good timekeeping is important. |
| Project | I can find facts about forms of transport. | I can find facts about forms of transport. I can plan and make a collage. | I can find facts about forms of transport and plan and make a collage. I can show and talk about my collage to my classmates. |

# Unit 9 Along the Nile




Language use
Unit 9
1 Listen, read and say
Yesterday
School
draw a picture of an elephant
walk to school
tidy my books
Today
open
draw a picture of a lion
walk to the shop
tidy my bedroom
2 Look again. Read and complete
had to have to
1 I .................. draw a picture of a lion.
2 I .................. tidy my books.
3 I .................. walk to school.
4 I .................. tidy my bedroom.
3 Now say
Yesterday, I had to ...
Today, I have to ...
Language: have to / had to
39

## Reading



### 1 Look, listen and read

# Wild Animals in Africa



**Elephant**

The elephant is the biggest **land animal**. It has a long **trunk**. It has **tusks** made of **ivory**. It grows up to three metres tall.



**Rhino**

The **rhino** is the second biggest land animal. It has two big **horns** on its nose. It eats grass and plants.



**Giraffe**

The giraffe is the tallest land animal. It grows up to five metres tall. It has a very long **tongue**. It eats the leaves of **acacia trees**.





**Hippo**

The hippo has short legs. It has a very big mouth and big teeth. It is often in water. It is good at swimming.

### 2 Read and complete

1. This is the tallest animal. ..................
2. This has a long trunk. ..................
3. This has horns on its nose. ..................
4. This is the biggest land animal. ..................
5. This is good at swimming. ..................
6. This has a big mouth. ..................

Elephant | Rhino | Giraffe | Hippo

**Vocabulary:** *wild animals, hippo, rhino, elephant, giraffe, trunk, tusk, horn, tongue, mouth*

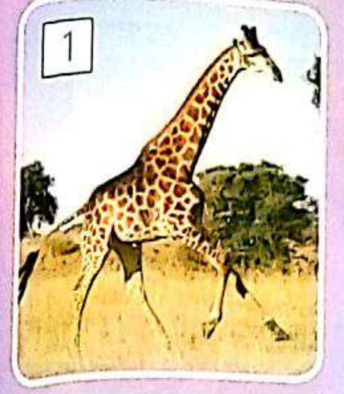


## 1 Look, listen and read

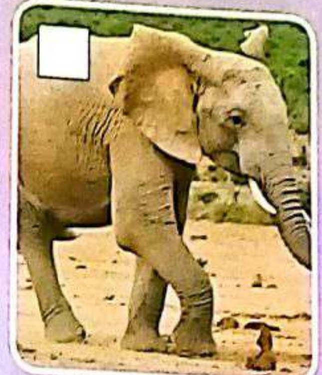
| Animal | How fast can it run? |
| --- | --- |
| Elephant | 40 km/hour |
| Rhino | 45 km/hour |
| Hippo | 48 km/hour |
| Giraffe | 50 km/hour |



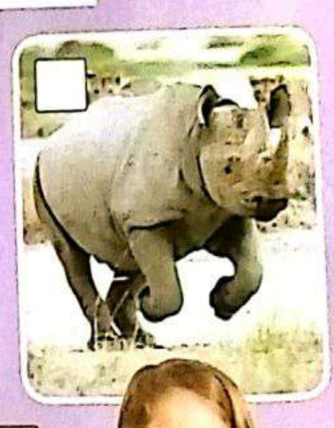
## 2 Read and put in order. Who is the fastest animal?











Hippos run more quickly than rhinos. Elephants run less quickly than rhinos. Giraffes run the most quickly of them all. Elephants run the least quickly of them all.



## 3 Read and reorder to make sentences

1 run / more quickly / hippos. / than / Giraffes

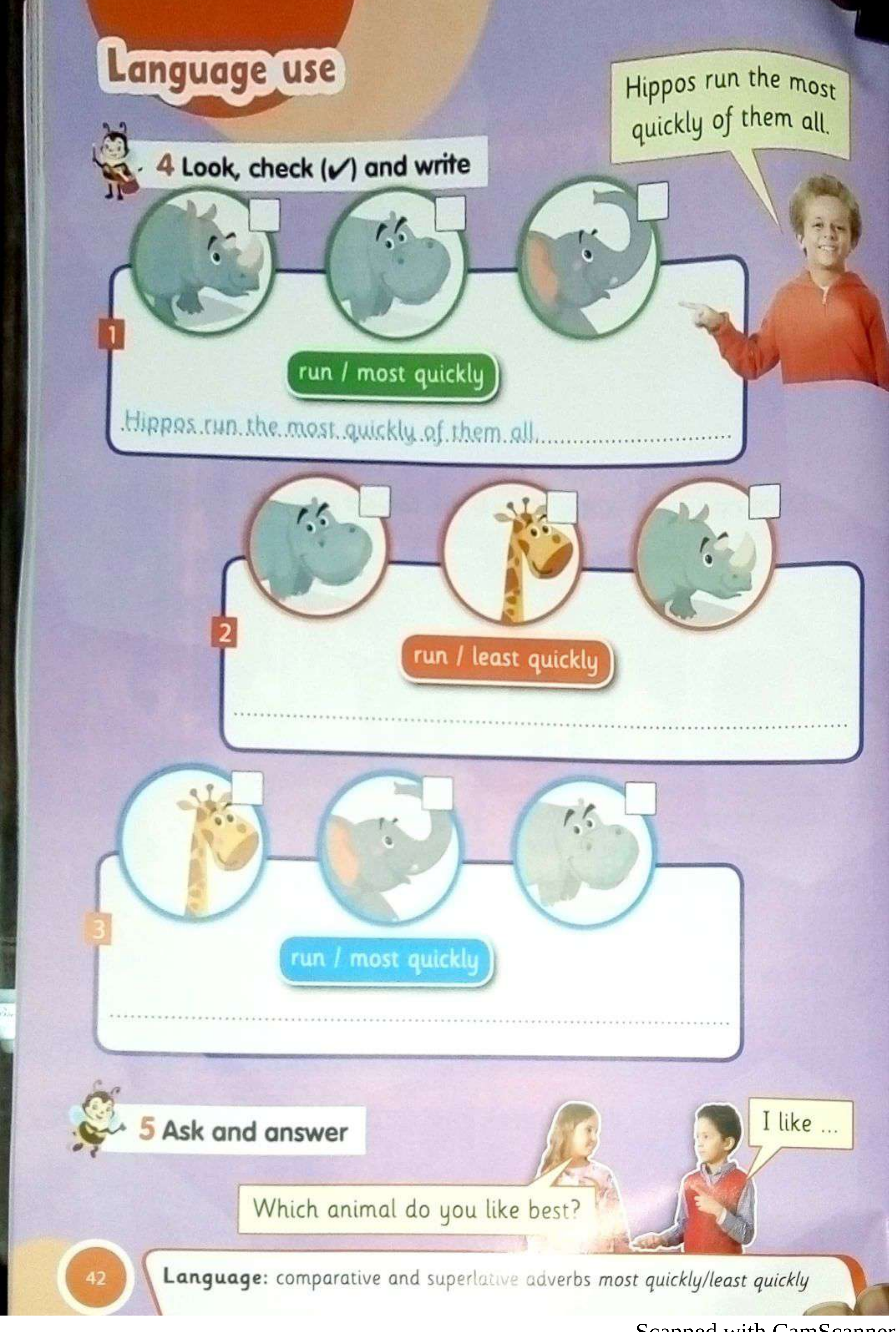
.................................................................

2 less quickly / hippos. / Rhinos / than / run

.................................................................

3 Elephants / less quickly / run / giraffes. / than

.................................................................


Language use
Hippos run the most quickly of them all.
4 Look, check (✓) and write
1
run / most quickly
Hippos run the most quickly of them all.
2
run / least quickly
3
run / most quickly
5 Ask and answer
I like ...
Which animal do you like best?
42
Language: comparative and superlative adverbs most quickly/least quickly

# My favorite animal

# Unit 9

## 1 Read and check (✔)

a b c d

My name is Aya. I love animals. I want to be a vet because vets help animals to be healthy.

My favorite animal is the hippo. They are big and fat, but they are very strong. I think they are cute, but they are dangerous too. They can run faster than rhinos and they are very heavy.

Hippos live near lakes and rivers in Africa. They like swimming and eating plants. They usually live in groups. There can be 100 hippos in one group!

My favorite pencil is red and it has pictures of hippos on it.

## 2 Read and answer the questions

1. What job does Aya want to do?

   ..............................................................................................

2. Why does Aya like hippos?

   ..............................................................................................

3. Why are hippos dangerous?

   ..............................................................................................

4. Where do hippos live?

   ..............................................................................................

5. What do hippos like doing?

   ..............................................................................................

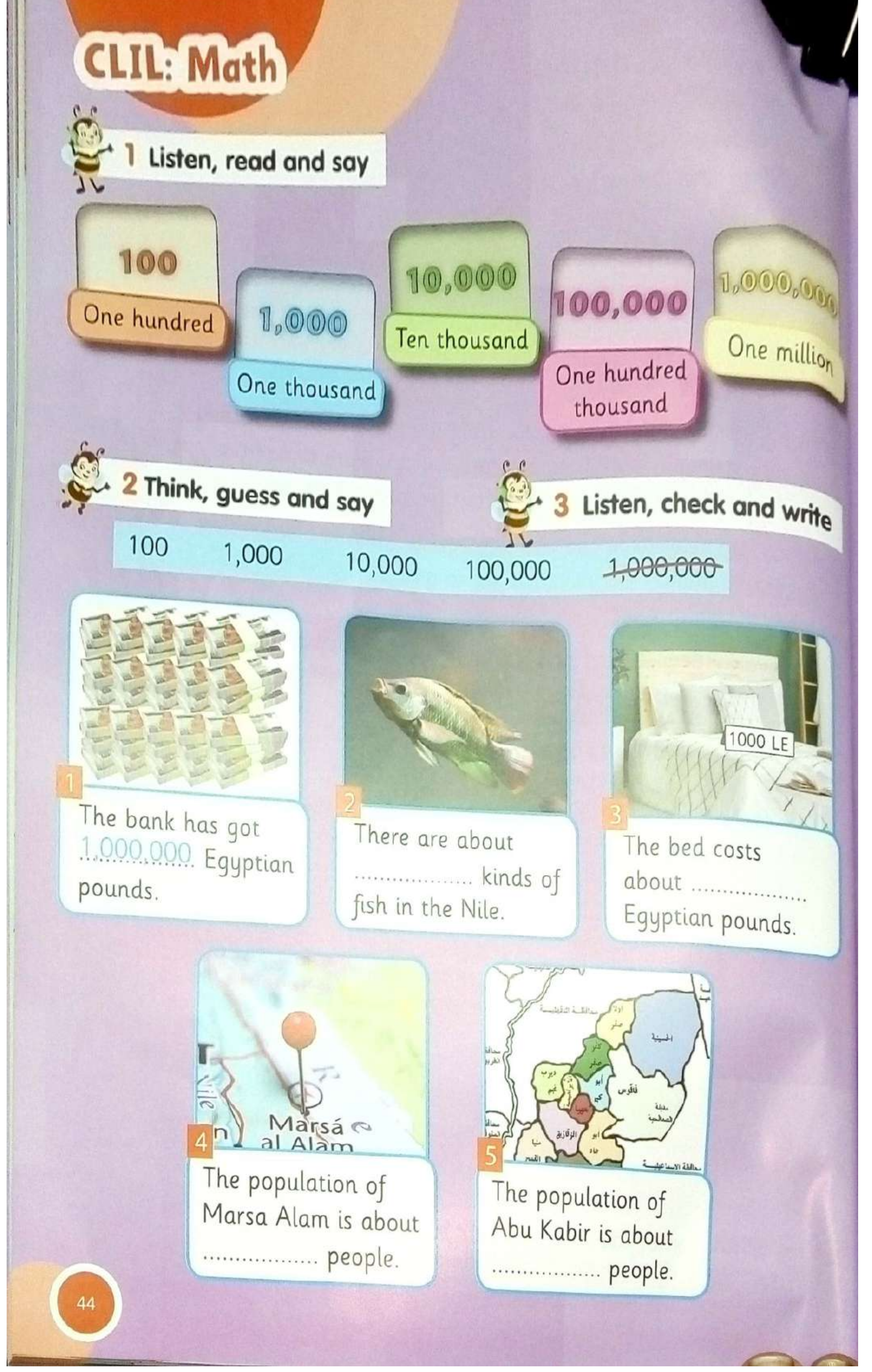
6. How many hippos can live in one group?

   ..............................................................................................

## 3 What is your favorite animal? Write

..............................................................................................

..............................................................................................



CLIL: Math
1 Listen, read and say
100
One hundred
1,000
One thousand
10,000
Ten thousand
100,000
One hundred thousand
1,000,000
One million
2 Think, guess and say
3 Listen, check and write
100
1,000
10,000
100,000
1,000,000
1
The bank has got 1,000,000 Egyptian pounds.
2
There are about .................. kinds of fish in the Nile.
1000 LE
3
The bed costs about .................. Egyptian pounds.
Nile
Marsá al Alam
4
The population of Marsa Alam is about .................. people.
5
The population of Abu Kabir is about .................. people.
44

# The River Nile

# Unit 9



## 1 Listen, read and say



One hundred million people live in Egypt. Most of the **population** live next to the River Nile. People need the river for food and water. People also need the river for transport.



We have to keep the water in the river clean. Pollution is bad for animals and plants. Lots of plants and animals live in the river. They don't like **dirty** water.



There are **dams** in the river. Moving water gives **energy**. **Electricity** comes from this energy. People then use the electricity.

## 2 Read and complete

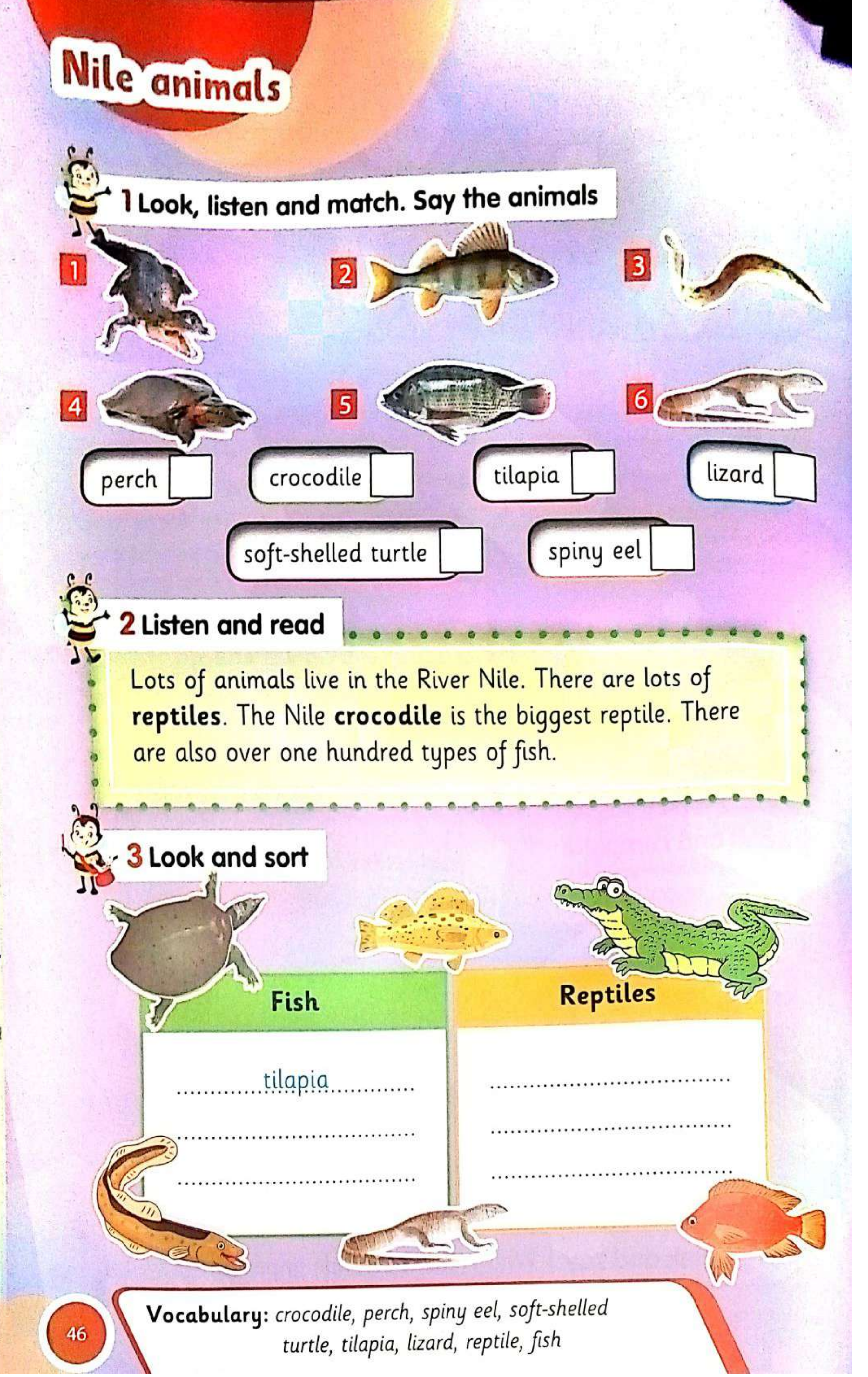
food electricity dirty clean
~~population~~ dams energy

1. Most of the ....population.... live next to the River Nile.
2. People need the river for ........................ and water.
3. The water in the river needs to be ........................ .
4. Animals and plants don't like ........................ water.
5. There are ........................ in the river.
6. Moving water gives ........................ .
7. The energy from the dam is changed into ........................ .

## 3 Read, think and say

Why is the River Nile important for you?

**Vocabulary:** *population, electricity, energy, dam, clean, dirty, pollution*



# Nile animals

## 1 Look, listen and match. Say the animals

1 2 3 4 5 6

- perch ☐
- crocodile ☐
- tilapia ☐
- lizard ☐
- soft-shelled turtle ☐
- spiny eel ☐

## 2 Listen and read

Lots of animals live in the River Nile. There are lots of **reptiles**. The Nile **crocodile** is the biggest reptile. There are also over one hundred types of fish.

## 3 Look and sort

| Fish | Reptiles |
|---|---|
| tilapia | ................ |
| ................ | ................ |
| ................ | ................ |

**Vocabulary:** *crocodile, perch, spiny eel, soft-shelled turtle, tilapia, lizard, reptile, fish*

# Issues: Environmental responsibility

# Unit 9



## 1 Listen, read and match

1 We save water. 2 We save energy. 3 We keep our country clean.



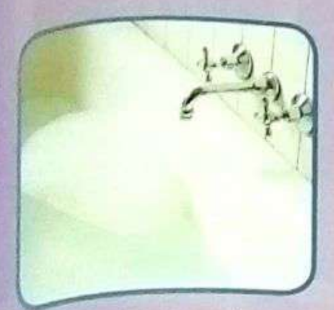






## 2 Read, choose and circle

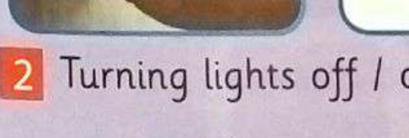
**What is best for the environment?**





1 Having a bath / shower.





2 Turning lights off / on.





3 Walking / Driving to school.





4 Throwing bottles/Recycling bottle

# Language use

## 1 Listen and read




**Hany:** This bottle is empty.
**Mom:** Put it in the recycling bin.
**Hany:** Do we have to recycle plastic?
**Mom:** Yes. It is good for the environment.
**Hany:** What else do we have to do?
**Mom:** We have to clean the garden.
**Hany:** OK. I can do that!
**Mom:** We have to pick up the trash.
**Hany:** Do we have to put the trash in the trash can?
**Mom:** Yes, we do.



## 2 Ask and answer

What do I have to do?

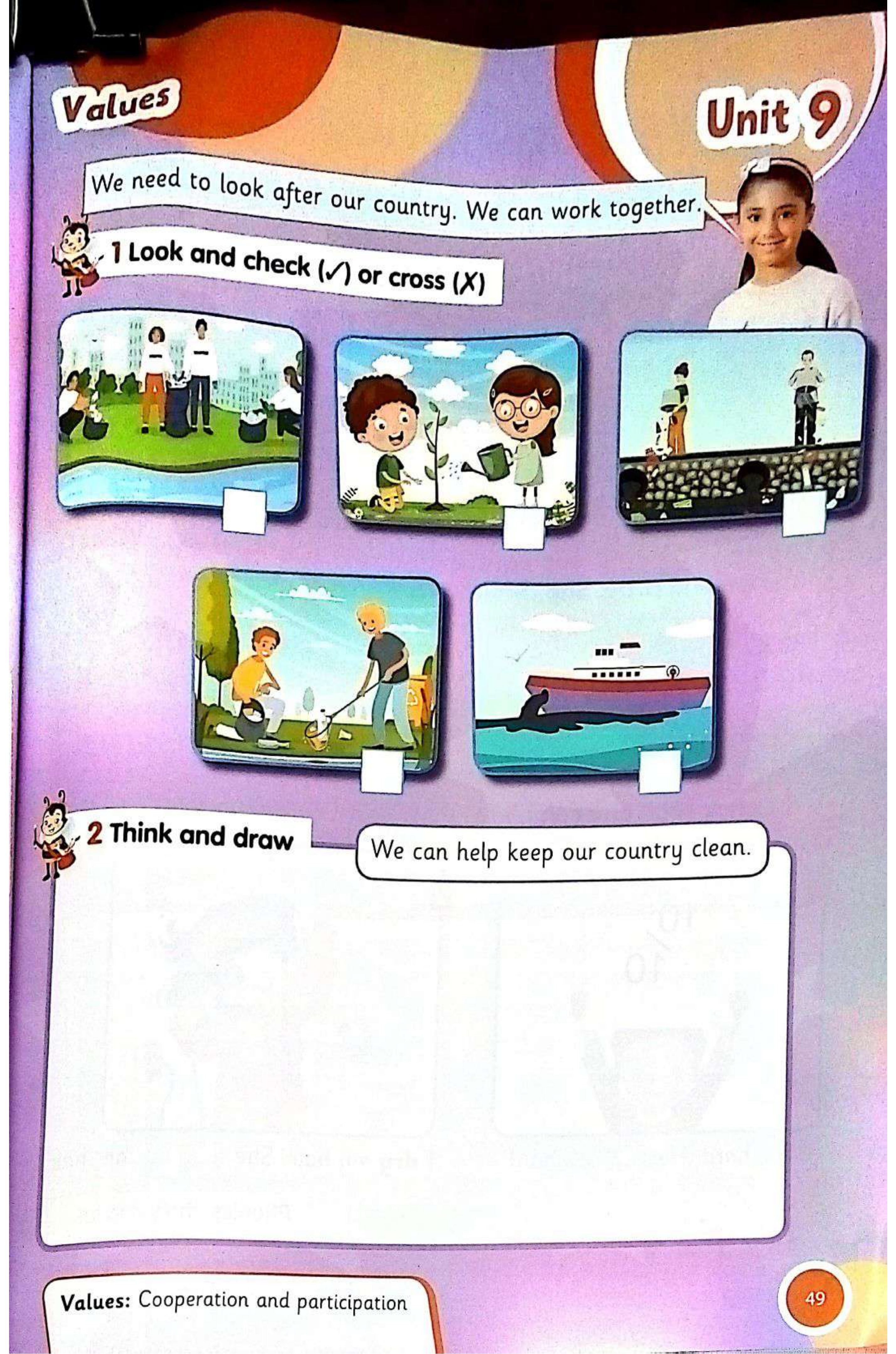
You have to pick up trash.








**Language:** Questions with *have to*



# Values

## Unit 9

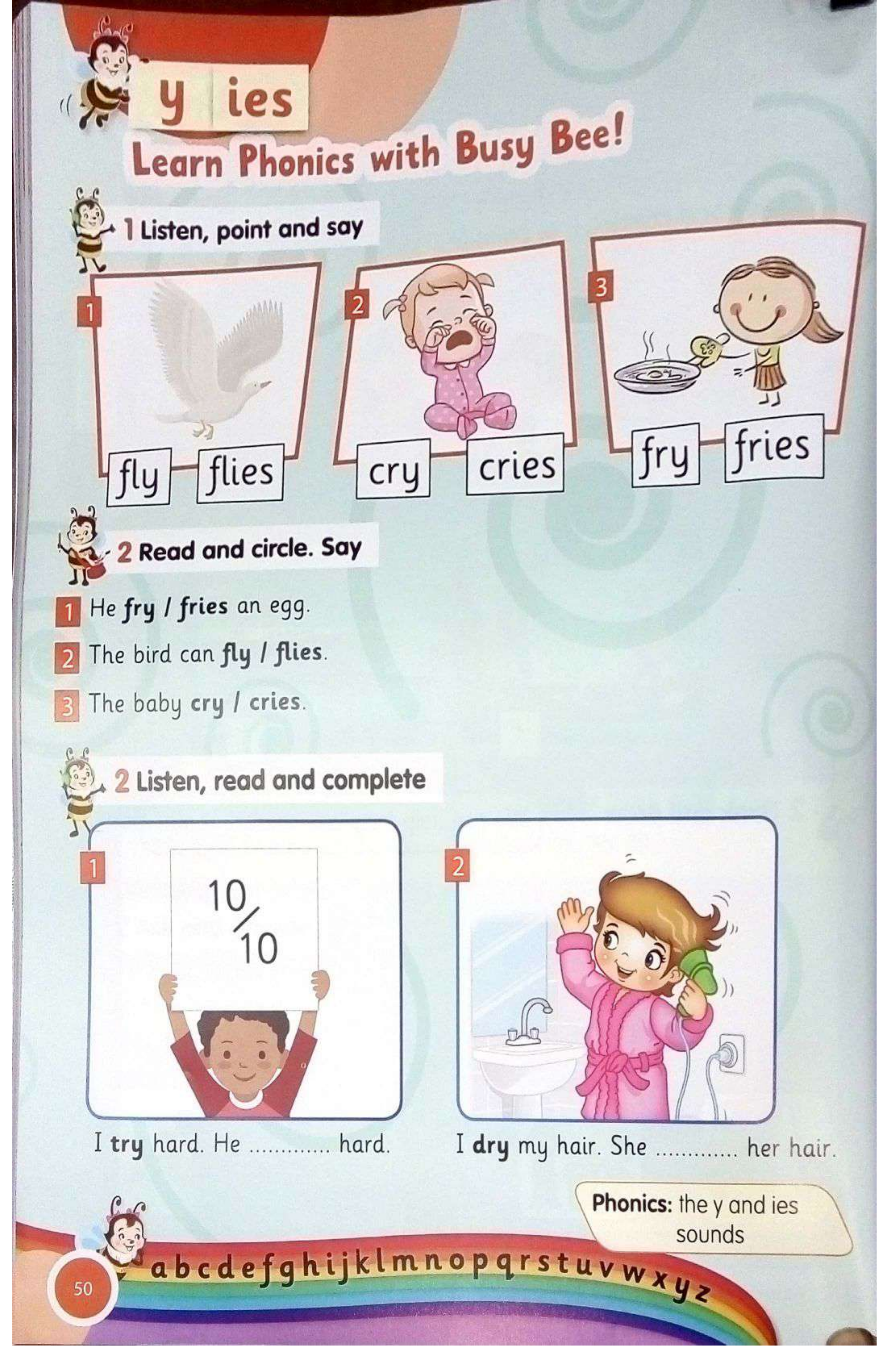
We need to look after our country. We can work together.

### 1 Look and check (✓) or cross (✗)

### 2 Think and draw

We can help keep our country clean.

**Values:** Cooperation and participation



# y ies

## Learn Phonics with Busy Bee!

### 1 Listen, point and say

1 fly flies

2 cry cries

3 fry fries

### 2 Read and circle. Say

1. He **fry / fries** an egg.
2. The bird can **fly / flies**.
3. The baby **cry / cries**.

### 2 Listen, read and complete

1. 10/10

I **try** hard. He ............ hard.

2. I **dry** my hair. She ............ her hair.

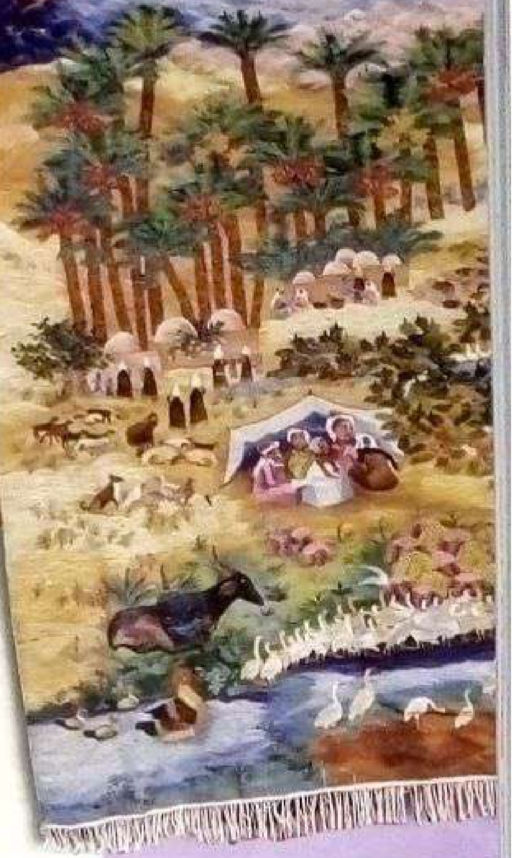
Phonics: the y and ies sounds

a b c d e f g h i j k l m n o p q r s t u v w x y z



## 1 Listen and read





**Weaving** is an important **tradition** in Egypt. People weave **carpets** and **cloth**. Different **patterns** and pictures are made using different colors.
Egyptian carpets often have pictures of animals on them.

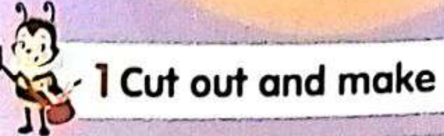


## 2 Think and draw. Say

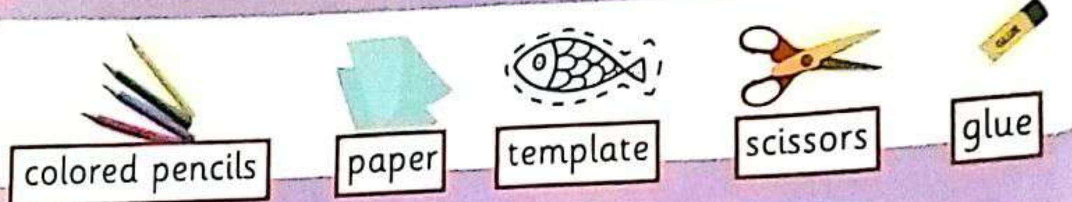
Design your own carpet. What animals are on your carpet?



# Project: My fish template

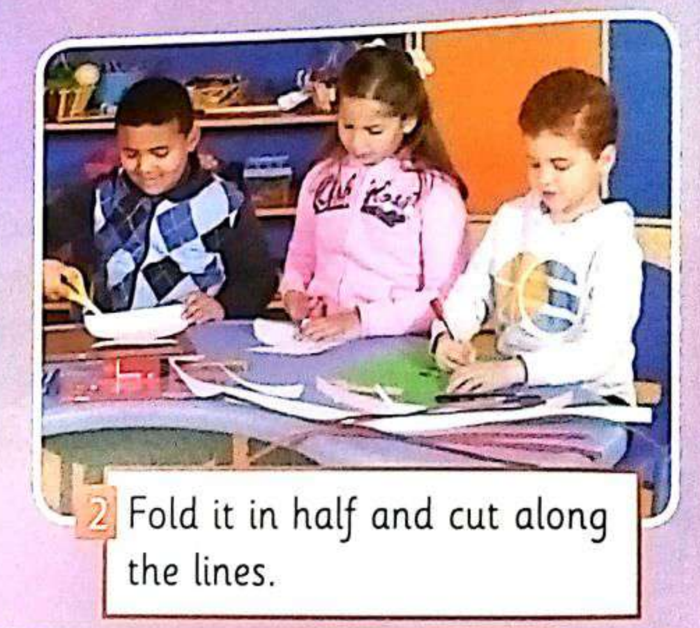


## 1 Cut out and make






1 Cut out the fish template.



2 Fold it in half and cut along the lines.



3 Choose the colors and weave your fish.



# Show and tell

# Unit 9

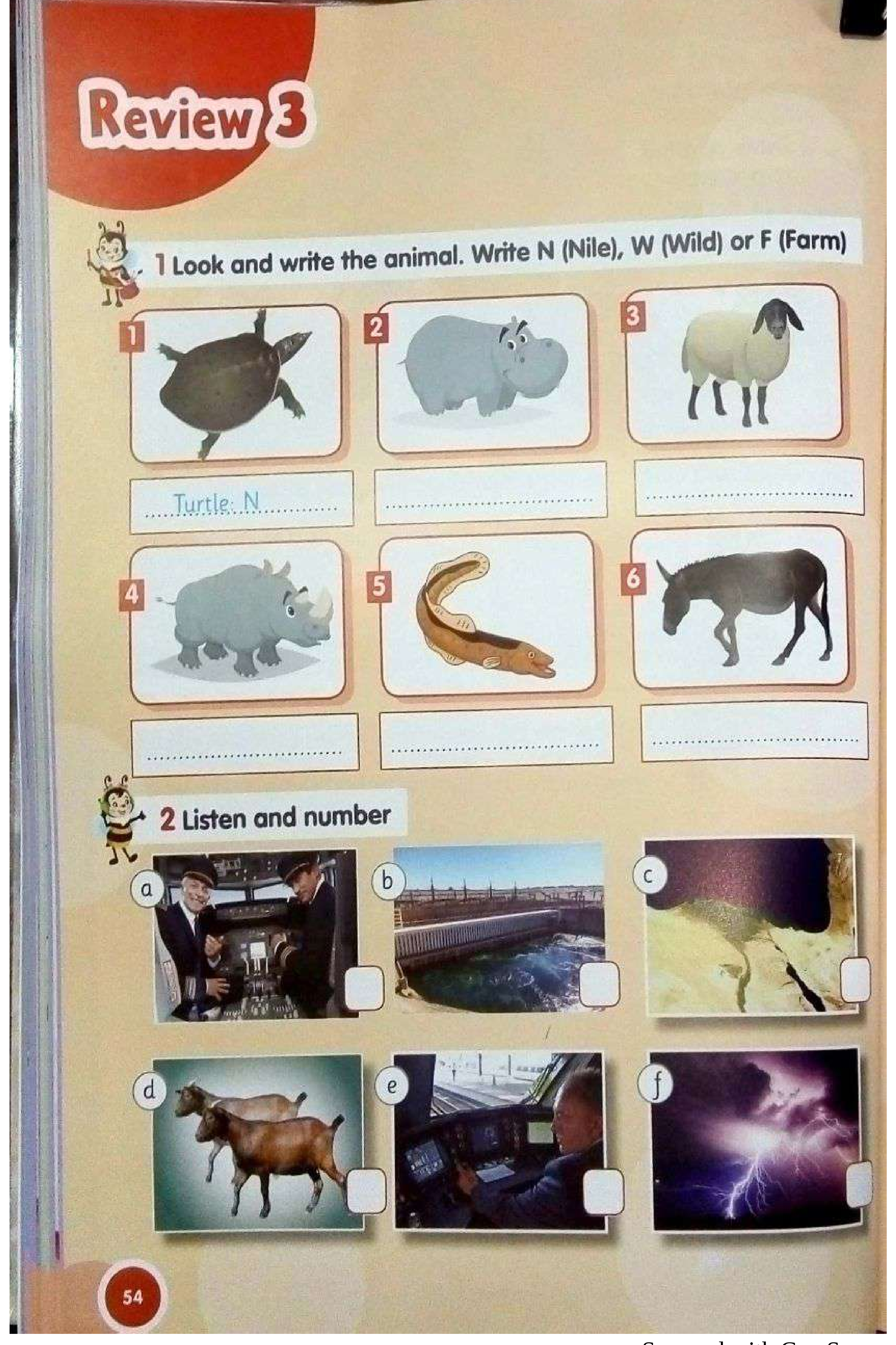
## 2 Show and tell

**Language:** It's a fish. It likes clean water.

## Self Assessment

### Read and color the stars that describe your effort

| | ☆ | ☆☆ | ☆☆☆ |
|---|---|---|---|
| Speaking | I can say the names of some African animals. | I can talk about African animals using comparative adverbs. | I can use comparative and superlative adverbs to talk about African animals. |
| Reading | I can identify information on a poster. | I can read and understand information on a poster. | I can use information on a poster to answer questions. |
| Phonics (y ies) | I can recognise words with the ending *y* and *ies*. | I can change words ending in *y* to *ies*. | I can find other words that follow the *y* to *ies* rule. |
| Language use | I can recognise *have to* and *had to* in sentences. I can recognise comparative and superlative adverbs. | I can use *have to* and *had to* correctly in sentences. I can use comparative and superlative adverbs in sentences. | I can use *have* to and *had to* correctly in sentences and questions. I can make sentences using comparative and superlative adverbs. |
| Issues | I can understand why it is important to look after our environment. | I can suggest ways to help the environment and to keep our country clean. | I can understand and explain the importance of saving energy to help the environment and suggest ways to do this |
| Project | I can use a template with help. I can weave paper to make a fish with help. | I can use a template independently. I can weave paper to make a fish with help. | I can use a template independently. I can weave paper to make a fish independently. |



# Review 3

## 1 Look and write the animal. Write N (Nile), W (Wild) or F (Farm)

1 Turtle: N

2 ..............................

3 ..............................

4 ..............................

5 ..............................

6 ..............................

## 2 Listen and number

a

b

c

d

e

f






## 1 Read and match

1 I would like to go to the train station.

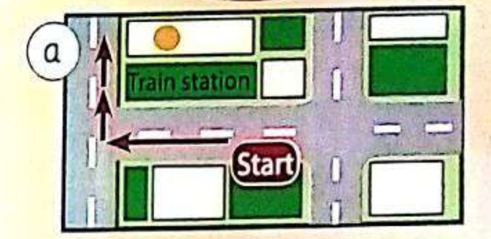
Go straight. Then turn left. It's across from the hospital.

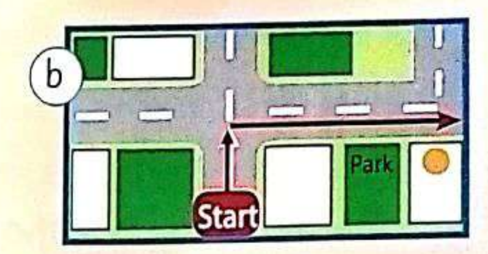
2 I would like to go to the farm.

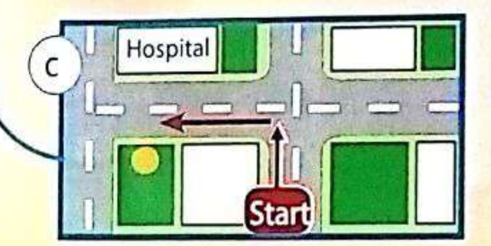
Turn left. Then turn right, and go straight. It's next to the train station.

3 I would like to go to the castle.

Go straight. Then turn right. It's next to the park.

a 


b 


c 




## 2 Read, order and write

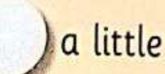
1 to / the bag / Give / mom. / your ..................................................

2 gave / The / a ticket. / me / ticket agent ..................................................

3 showed / a map. / I / my brother ..................................................



## 3 Look and complete

 no  a little  very partly

1 There's .......................... rain today.

2 It's .......................... cloudy today.

3 It's .......................... foggy today.

4 It's .......................... hot today.

# Review 3



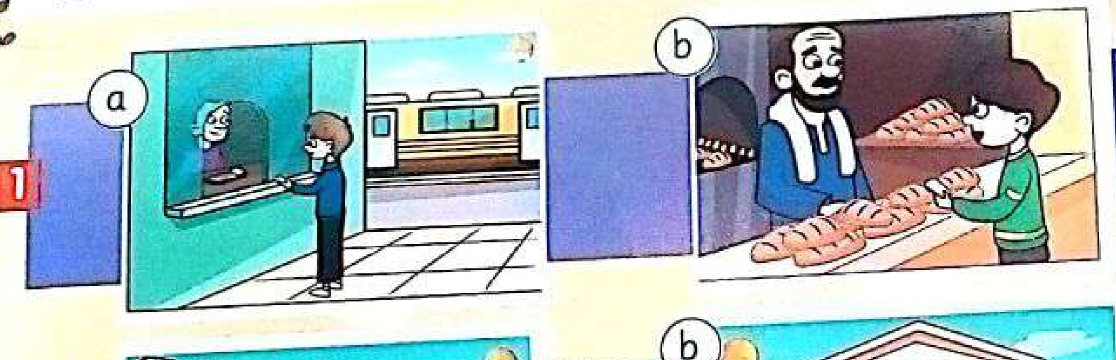
## 1 Match and complete

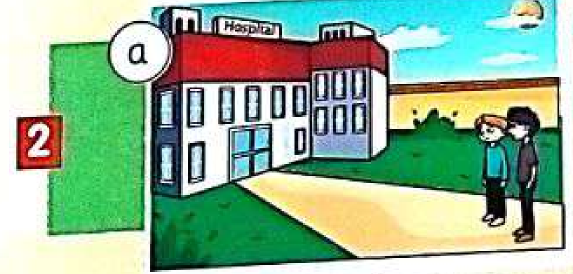
1 We went to the farm store
2 I save water
3 He went to the park
4 She does exercise

a ....... stay healthy.
b ....... play with his friends.
c ....... help the planet.
d ..to... buy cheese and milk.



## 2 Listen and circle the correct picture





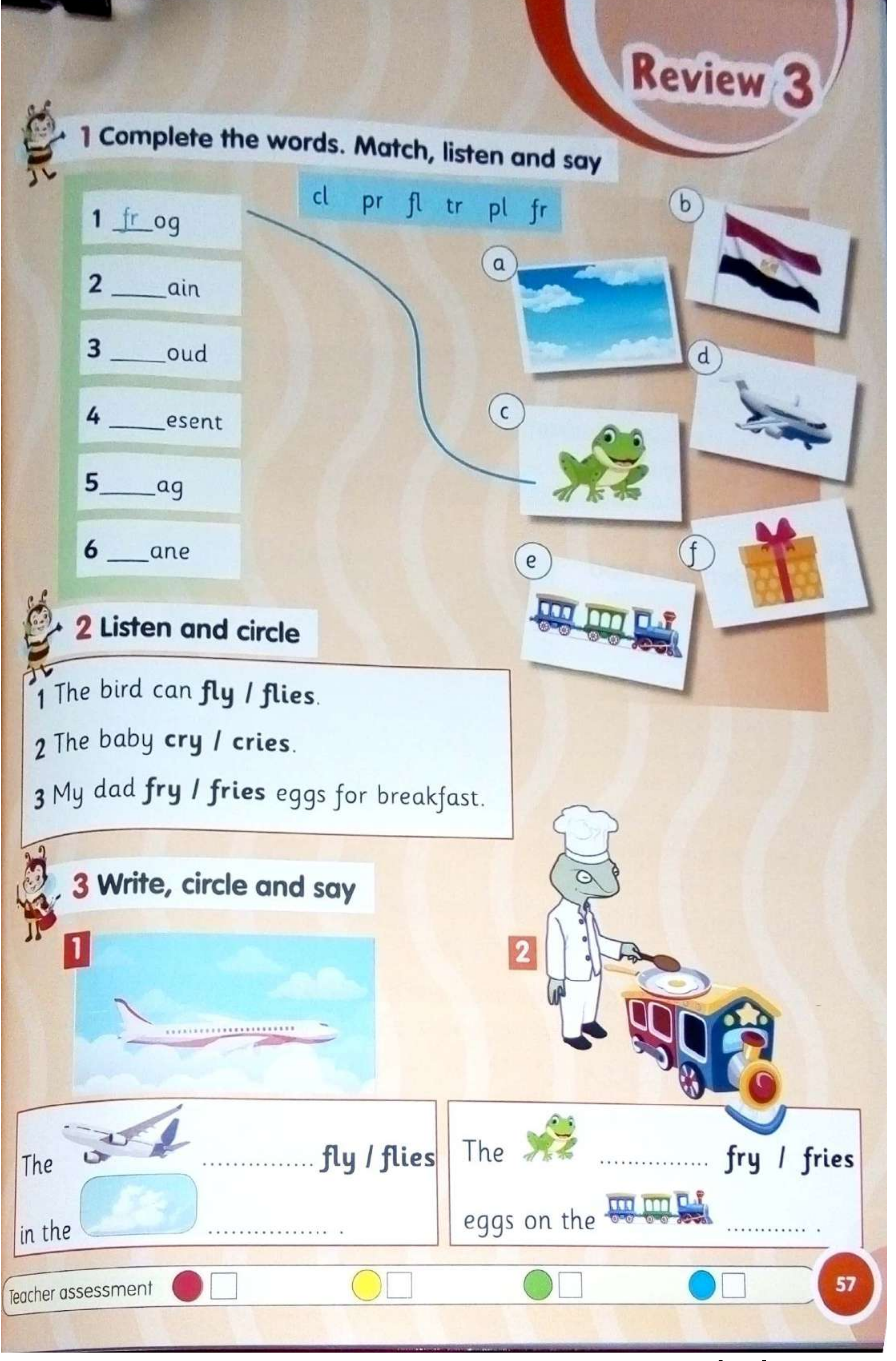










# Review 3

## 1 Complete the words. Match, listen and say

cl pr fl tr pl fr

1 <u>fr</u>og
2 ____ain
3 ____oud
4 ____esent
5 ____ag
6 ____ane

a b c d e f

## 2 Listen and circle

1 The bird can **fly / flies**.
2 The baby **cry / cries**.
3 My dad **fry / fries** eggs for breakfast.

## 3 Write, circle and say

1

The ............... **fly / flies** in the ............... .

2

The ............... **fry / fries** eggs on the ............ .

Teacher assessment

# Cities in Egypt



## 1 Read the fact file

### Factfile: Alexandria

Population: More than 5 million
Location: On Mediterranean Sea, Lower Egypt, near the River Nile delta
What is the weather like?
Highest temperature = in August, about 31°C
Lowest temperature = January, about 18°C
What is it famous for?
Historical and modern monuments, important port



## 2 Listen and read



Alexandria is the second biggest city in Egypt. More than 5 million people live there. It's on the Mediterranean Sea,

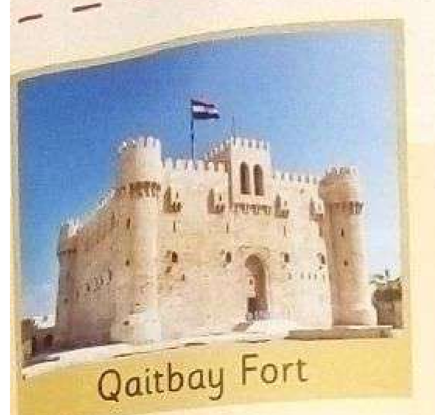


183 km **northwest** of Cairo in Lower Egypt. It's near the River Nile delta. It was a very important port long ago, and it is today, too.

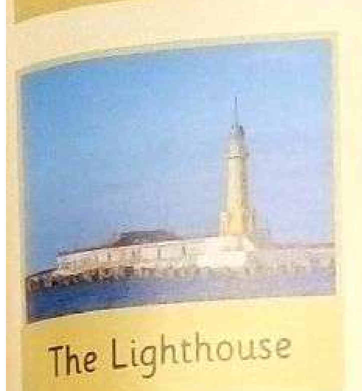
The weather in Alexandria can be different to other parts of Egypt. It's very warm in summer, at about 31°C. It can be cool in winter, at about 18°C. It's next to the sea and it can be windy. There is sometimes rain, thunder and lightning in winter.

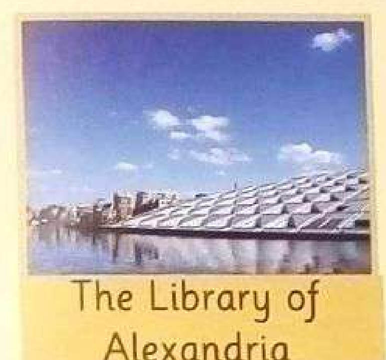
It's famous for its amazing history. Lots of people visit Alexandria to see the **monuments**.

# Non-fiction Reader


Qaitbay Fort

Qaitbay Fort is a **citadel** next to the sea. It is made of stone. The stones were from a famous **lighthouse**, the Lighthouse of Alexandria.


The Lighthouse


The Library of Alexandria

In the Library of Alexandria long ago there were important books from all around the world. Now there is the New Library of Alexandria. It's a center for learning with books and **digital materials**.

## 3 Read again and choose

1. Alexandria is northwest of Cairo. It is....
   **a** near the north of Cairo. **b** north and west of Cairo.
2. The lighthouse is....
   **a** a building with a source of light. **b** a device that needs light.
3. Digital materials are...
   **a** materials in books. **b** materials online or on the computer.

## 4 Read again and answer the questions

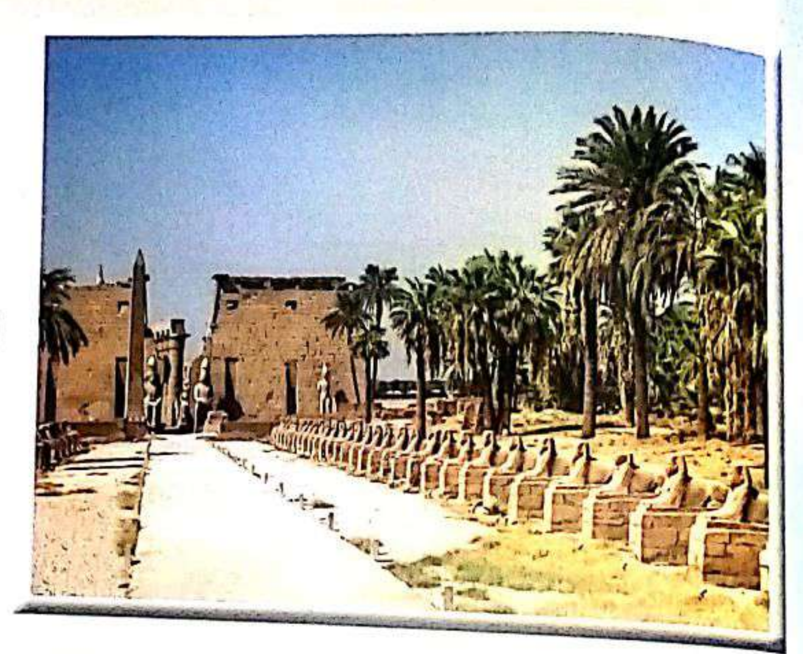
1. Is Alexandria the biggest city in Egypt? ..........................................
2. Is there thunder and lightning in summer? ..........................................
3. Do people visit Alexandria to see the monuments? ..........................
4. Is Qaitbay Fort next to the sea? ..........................................
5. What can you do at the Library of Alexandria? ..................................

# Non-fiction Reader



## 5 Read and complete the factfile

Luxor is a famous city in Upper Egypt. About 500,000 people live there. It is very hot in July, at 41°C. It's warm in January too – it can be 23°C. Luxor is famous for its old monuments and temples.



**Luxor**

Population: ..........................................................................................

Location: ..........................................................................................

Size: ..........................................................................................

What is the weather like?

..........................................................................................

What is it famous for?

..........................................................................................



## 1 Make factfile of your city

City: ....................................................................................................

Population: ..........................................................................................

Location: ..........................................................................................

Size: ..........................................................................................

What is the weather like?

....................................................................................................................

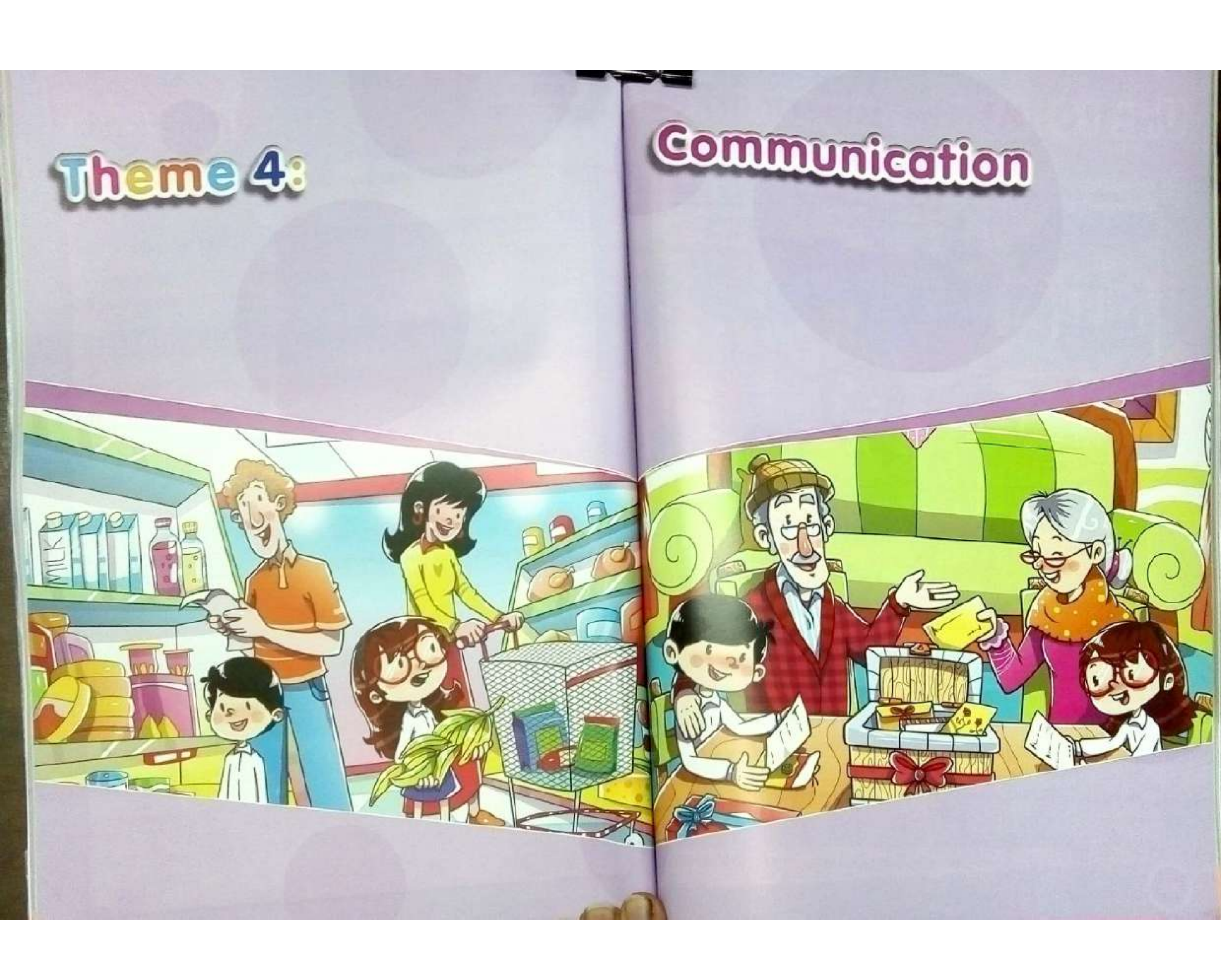
What is it famous for?

....................................................................................................................



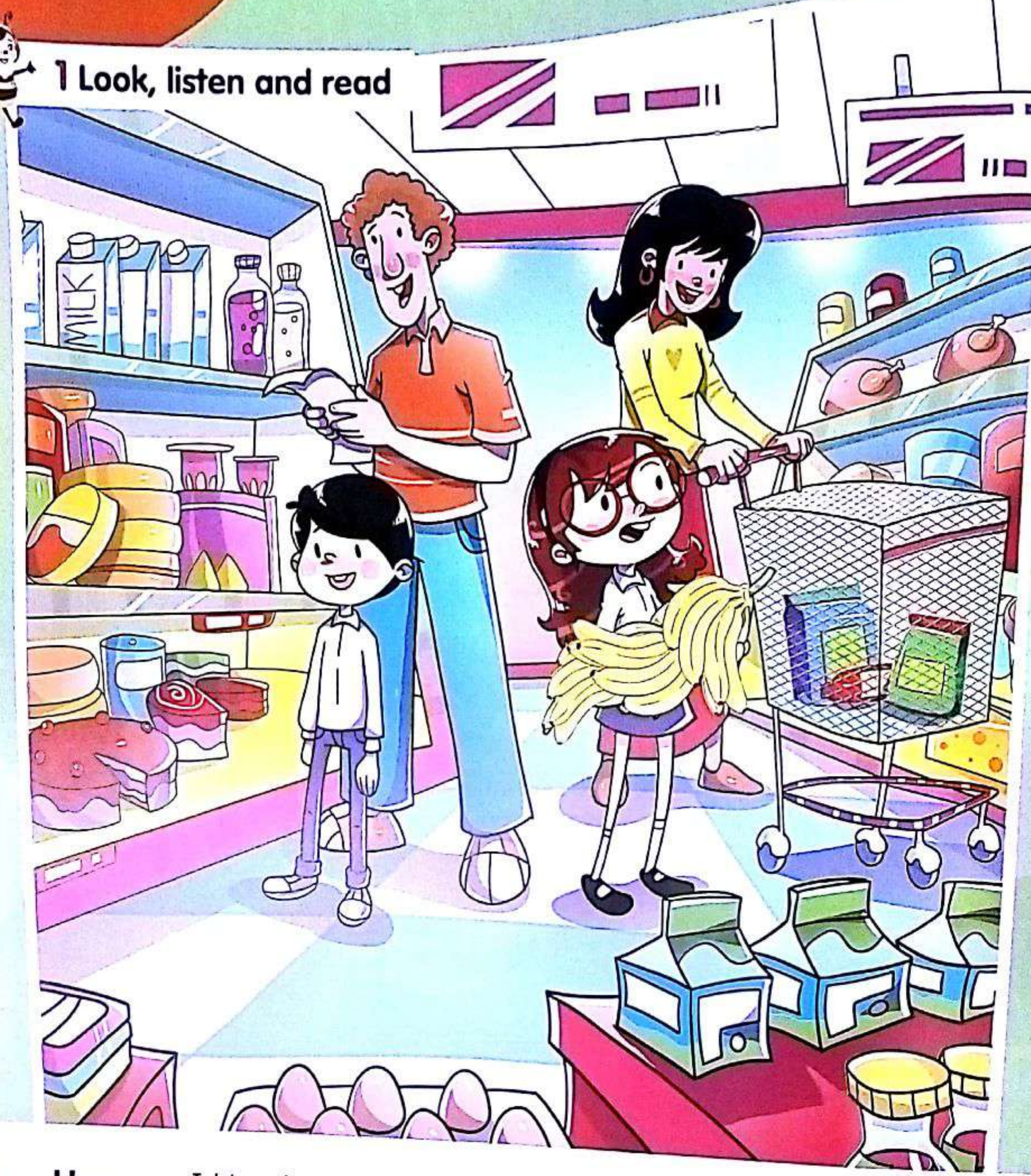
## 2 Find a picture of your city and stick

# Theme 4: Communication



# Unit 10 At the supermarket

## 1 Look, listen and read




**Hana** I like shopping at the supermarket with Mom and Dad.
**Dad** We need to buy some milk.
**Mom** What do you have, Hana?
**Hana** I have some bananas, because they are healthy.
**Hany** I prefer eating cake!
**Dad** Not today, Hany!






## 2 Look, listen and say



1 Amira and her mom are looking at a **stall** in the **market**. The fruit is **cheap**.



2 Youssef and his dad are in a **store**. The televisions and computers are **expensive**.



3 They're buying lots of different things at the **supermarket**. They're paying for them at the **check out**.

Guess: A **stall** is a kind of  **shop**  **bench**.



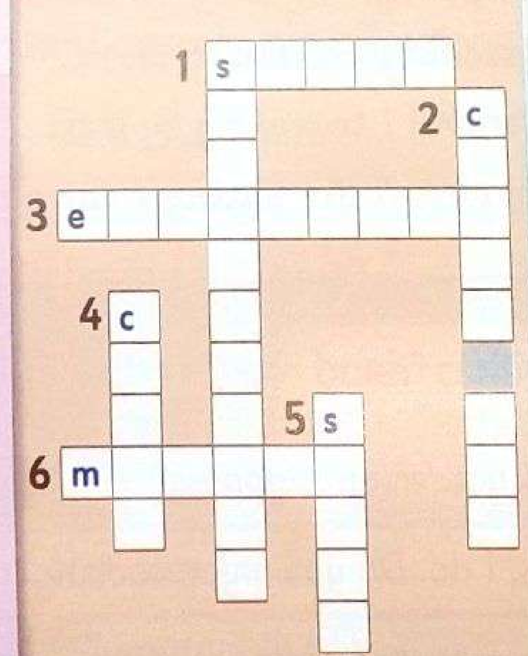
## 3 Read and complete with words from Exercise 2

**Across**

1 People sell things on this at a market.

3 Something that costs a lot of money is ...

6 Different people sell many things here.




**Down**

1 A big store that sells many things.

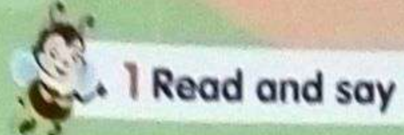
2 This is where you pay for your shopping.

4 Something that doesn't cost a lot of money is ...

5 A building where you can buy things.

**Vocabulary:** cheap, expensive, stall, supermarket, store, check out, market

# Language use



## 1 Read and say



I like making cakes.



My brother prefers making sandwiches.

My grandma doesn't like drinking coffee.



I love seeing my cousins!



## 2 Look, read and circle

1 I enjoy **shop / shopping**.

2 My sister loves **listening / listen** to music.

3 My parents hate **travel / traveling** by train.

4 My friend Mariam doesn't like **eating / eat** pizza.



## 3 Ask and answer with a friend



Do you enjoy shopping?

Yes, I do. Do you enjoy cooking?

No, I don't. I prefer reading.



**Language:** like, enjoy, love, prefer, don't like, hate + *-ing*

## Reading






### 1 Listen and read



**Dad** What did you do today?

**Lara** I went shopping with Aunt Nermeen.

**Dad** Oh, that's nice. Where did you go?

**Lara** We went to the market to buy some fruit. Then we went to a shoe store because Aunt Nermeen wanted some new shoes.

**Dad** Oh, I hate shopping for shoes!

**Lara** Me too! Aunt Nermeen tried on lots of different shoes.

**Dad** Did she buy any?

**Lara** Yes, she did. They were cheap, so she bought two pairs. She likes shoes!

### 2 Read again and answer the questions

1 Where did they go to buy fruit?

______________________________

2 Does Dad like shopping for shoes?

______________________________

3 Does Lara like shopping for shoes?

______________________________

4 What did Aunt Nermeen buy?

______________________________

5 Were they expensive?

______________________________

# Language use



## 3 Read and number



1 I went shopping with my mom. We went to the bookstore because I needed a book for school.



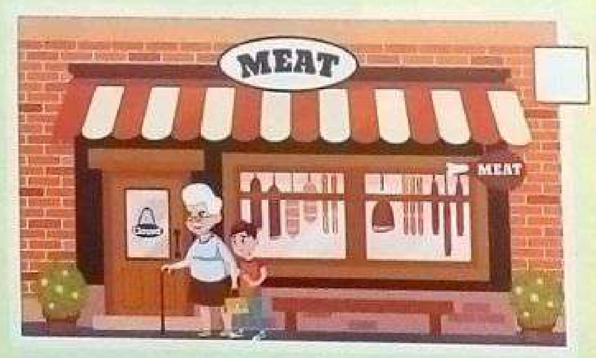
2 I went shopping with my dad. We went to the bakery because we wanted to buy some bread.



3 I went shopping with my brother. It's Mom's birthday, so we wanted to buy her a present.



4 I went shopping with my grandma. We went to the butcher's, but it was closed!











## 4 Read and circle

1 We went to the bakery **because / and** we needed to buy bread.

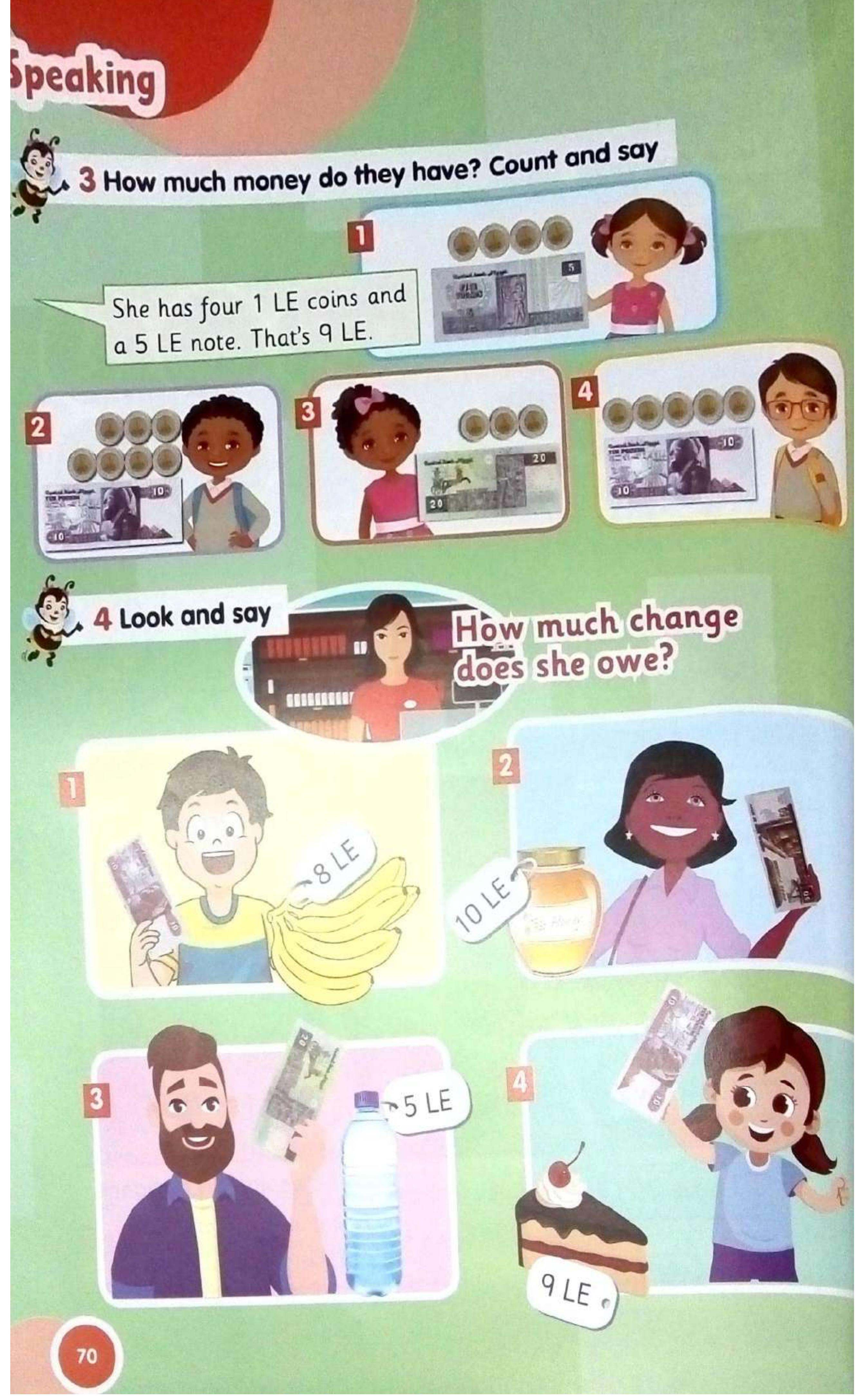
2 I was hungry, **but / so** I made a sandwich.

3 I don't like shopping, **and / but** I like cooking.

4 We went to the supermarket to buy some cheese **and / so** some f


Vocabulary
Unit 10
1 Look and write
coins notes
1
2
2 Listen and read
How much is this rice?
It's 12 LE.
I have 20 LE.
So, I owe you 8 LE change.
Here you are. Here's a
5 LE note and 3 LE coins.
Thank you!
69

## Speaking



3 How much money do they have? Count and say
1
She has four 1 LE coins and a 5 LE note. That's 9 LE.
2
3
4
4 Look and say
How much change does she owe?
1
8 LE
2
10 LE
3
5 LE
4
9 LE




## Addition and subtraction



### 1 Look and answer

1 18 + 5 = ...............
2 24 + 10 = ...............
3 42 + 36 = ...............
4 88 + 11 = ...............
5 70 – 20 = ...............
6 50 – 5 = ...............
7 95 – 20 = ...............
8 64 – 14 = ...............



### 2 Listen and check. Say




### 3 Look and answer

1










How much does it cost?

______________________




You have 20 LE. How much change do you get?

______________________













How much does it cost?

______________________




You have 50 LE. How much change do you get?

______________________













How much does it cost?

______________________




You have 100 LE. How much change do you get?

______________________

# A trip to the supermarket



## 1 Listen and read



**Mazen** Mom, can we make a fruit salad?

**Mom** Yes, that's a good idea. What do we need?

**Mazen** I have a **recipe.** We need three bananas, four oranges and some grapes.

**Mom** Ok. We have five bananas. We have one orange, but we don't have any grapes. Is there anything else?

**Mazen** Yes, we need some apple juice.

**Mom** We have lots of apple juice.

**Mazen** Great! And we need a melon.

**Mom** Let me see ... no, we don't have a melon.

**Guess:** A recipe is ① a list of things you need to cook a dish.
② how to cook a dish.



## 2 Read again and answer

1 Do they need to buy bananas?

______________________________

2 How many oranges do they need to buy?

______________________________

3 Do they need to buy grapes?

______________________________

4 Do they need to buy apple juice?

______________________________

5 Do they need to buy a melon?

______________________________



**Mazen** Here are the oranges.

**Mom** How many oranges do we need?

**Mazen** We need four oranges. We have one at home, so that's three oranges. 1, 2, 3.

**Mom** What else do we need?

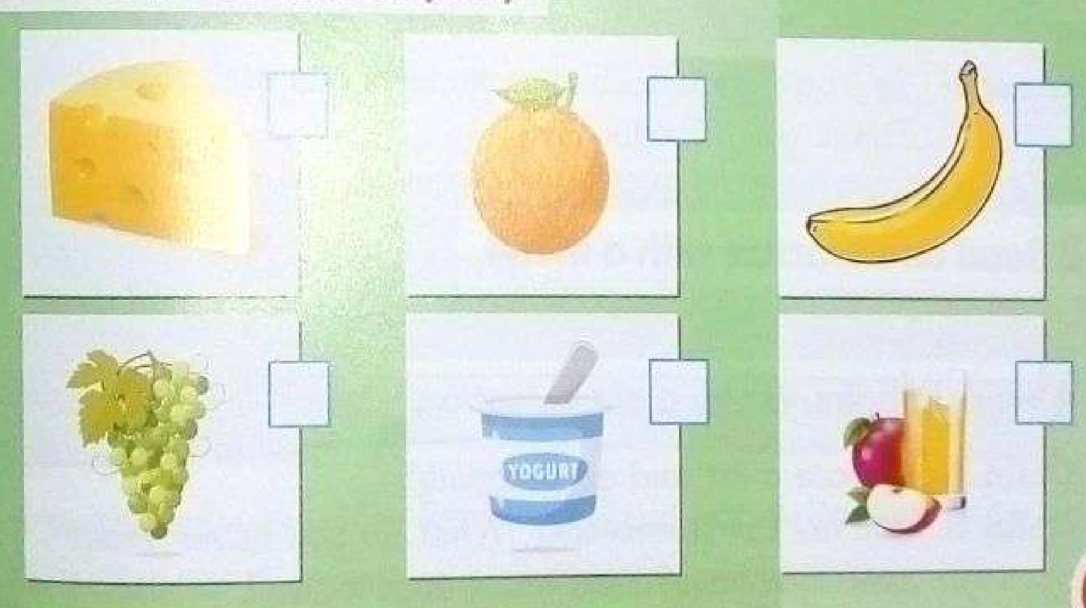
**Mazen** Grapes – here are the grapes.

**Mom** And a melon – that's a nice one.

**Mazen** Let's get some yogurt, too.

**Mom** Yes, good idea!

## 3 Tick (✓) the items they buy



# Let's go shopping!



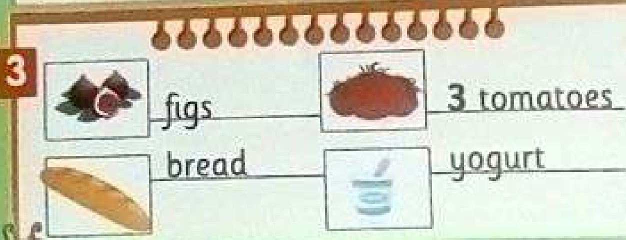
We need some cheese, four potatoes, five bananas and some orange juice.

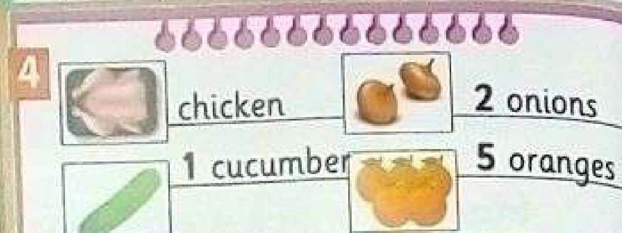
## 1 Look at the lists. Point and say with a friend










## 2 Listen and read. Circle the list

**Man** Hello. I'd like some rice, please.
**Storekeeper** Here's the rice. Is one bag ok?
**Man** Yes, thank you. I also need four apples.
**Storekeeper** 1, 2, 3, 4 – here you are. Is there anything else?
**Man** Yes, I need some milk and some bread.
**Storekeeper** Here's some milk, but I don't have any bread.
**Man** That's ok. I can go to the bakery.
**Storekeeper** Ok, so the rice is 12 LE, the apples are 8 LE and the milk is 5 LE. That's 25 LE.
**Man** Here's 50 LE.
**Storekeeper** So I owe you 25 LE change. Here you are!
**Man** Thank you. Goodbye!

## 3 Read and practice with a friend

## 4 Work in pairs. Make a conversation

**Child A** Choose a list and go shopping!
**Child B** You are the storekeeper. What do you have? What don't you have? How much does it cost?

## 1 Listen and write

email stamp letter address envelope

1 ______
2 ______
3 ______
4 ______
5 ______

## 2 Listen and read

A **letter** is usually **formal**. You write a letter on paper and you put it in an **envelope**. You write the **address** on the envelope, and you put a **stamp** on it. Then you **post** the letter.

An **email** can be **formal** or **informal**. You can send an email to your friend quickly. You write it on a computer or a phone. You type in the **email address**, write the email, and press '**Send**'!

## 3 Read again and write *True* or *False*

1 You write the address on the envelope. True
2 A formal letter is for someone you know. ______
3 You put a stamp on the letter. ______
4 You post an email. ______
5 You type in an email address. ______
6 When you finish your email, you press 'Post'. ______

## 4 Think and answer

How often do you write letters? Who do you write them to?
How often do you send emails? Who do you send them to?



# Reading and Writing



## 1 Read and match

informal formal

Dear Mr Gamal,

Thank you for letting us come to your store on our school trip. It was very **interesting** and I learned a lot about how to make **crafts**. You have lots of interesting **products** from all over Egypt. My favorite things were the colored baskets.
I would like to have a store when I am older because I think it would be fun.

Yours sincerely,
Wael Habib

New message

To sara@mail.one
Subject Our party

Hi Sara,
We're having a family party on 14th June because it's my grandma's birthday. My mom says I can ask a friend. Can you come? I hope so!
Love,
Nesma

SEND



## 2 Read and answer

1 Who is the letter to?
2 Who is the letter from?
3 Why is he writing a letter?
4 Who is the email to?
5 Who is the email from?
6 Why is she writing an email?



## 3 Think and answer

What differences are there between the letter and the email?
What makes something formal or informal?



## 4 Choose and write

1 Write an email to a friend. Ask him or her to come to the park after school.

2 Imagine you went on a school trip to a museum. Write a letter to the museum guide to say thank you.

______________________________

______________________________

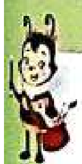
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______________________________

______________________________

______________________________

______________________________



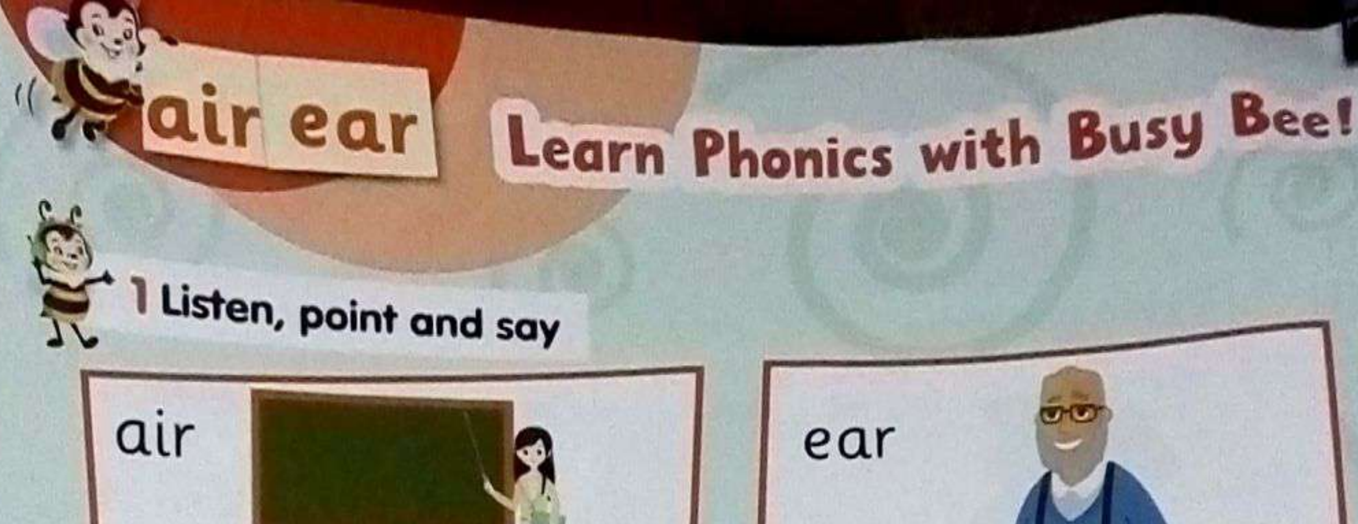
## 5 Read and complete with *letter* or *email*

1 Start a/an ________ with *Dear* and the person's name.

2 Finish a/an ________ with *Yours sincerely* and the person's name.

3 Start a/an ________ with *Hi* and the person's name.

4 Finish a/an ________ with *Love* or *Bye* and your name.




**1 Listen, point and say**



air

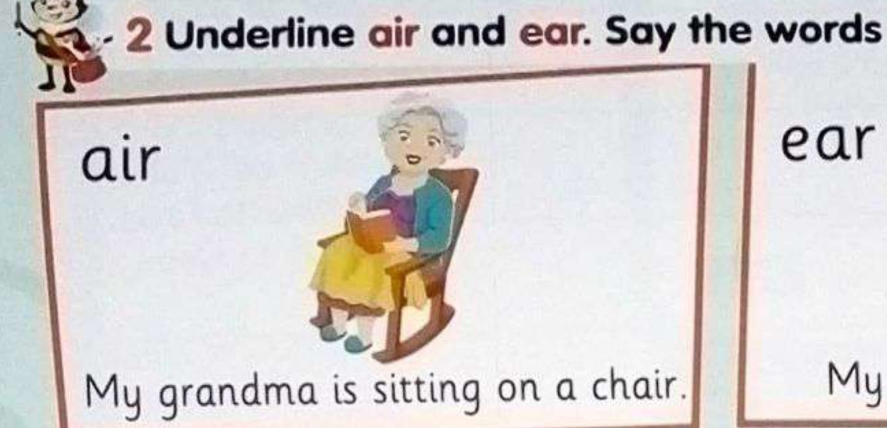
My teacher has long black hair.



ear

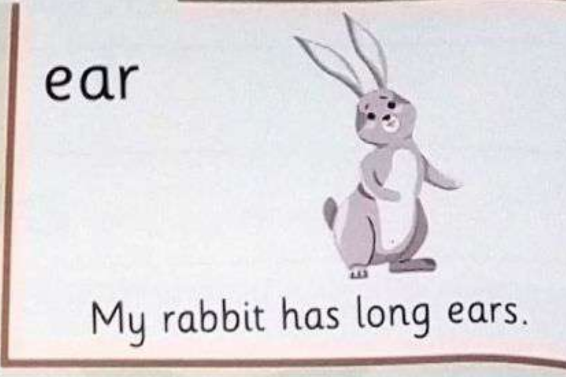
My grandpa has a gray beard.

**2 Underline air and ear. Say the words**



air

My grandma is sitting on a chair.

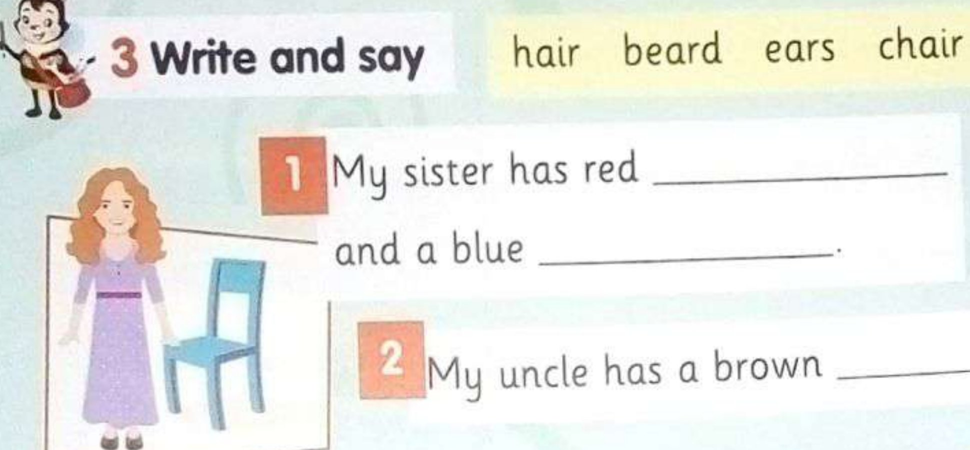


ear

My rabbit has long ears.

**3 Write and say**

hair beard ears chair



1 My sister has red ______ and a blue ______.



2 My uncle has a brown ______.



3 The rabbit has big ______

a b c d e f g h i j k l m n o p q r s t u v w x y z

# CLIL: Social Studies



## People in our community



### 1 Look and read

There are lots of different people in our community.

1 I love my family. I live with my mom, my dad, my brother and my sister. We see our grandparents every weekend. I have an aunt, two uncles, and three cousins, too. It's fun when we are all together.





2 At school, there are lots of people who help us. My teacher is very clever. The **principal** is in charge of the school. There are people to help at lunchtime and breaktime, too.

3 If we are **sick**, people at the hospital help us. There are doctors and nurses to help us get better.



4



Police officers and firefighters keep us safe. They can help in an **emergency**.

5 We buy things from stores in town. People have lots of different stores, so we can buy the things we need.



### 2 Read again and circle

1 A **principal / grandparent** is in charge of a school.
2 Doctors and nurses help us if we are **hungry / sick**.
3 A police officer can help in **a store / an emergency**.
4 We can **buy / send** lots of things in stores in town.



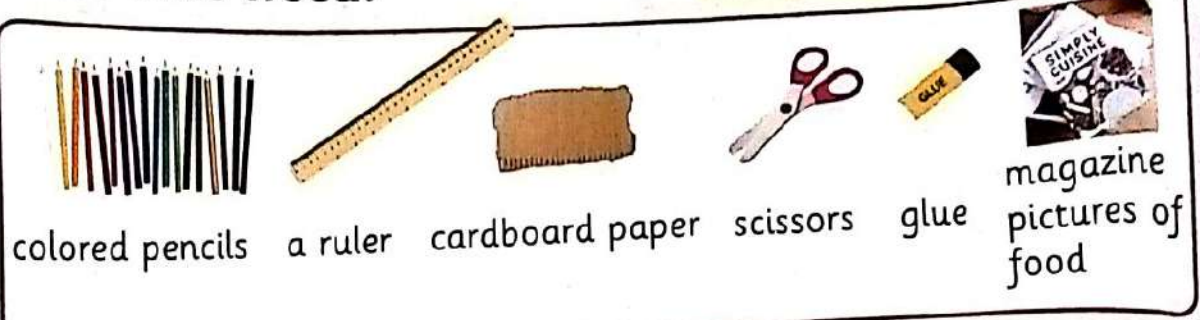
### 3 Read, think and answer

Who is important in your community?



# Project: Make a market stall

## You will need:




### 1 Think and plan

1 Look at the food. Choose ten items. Cut out and color.

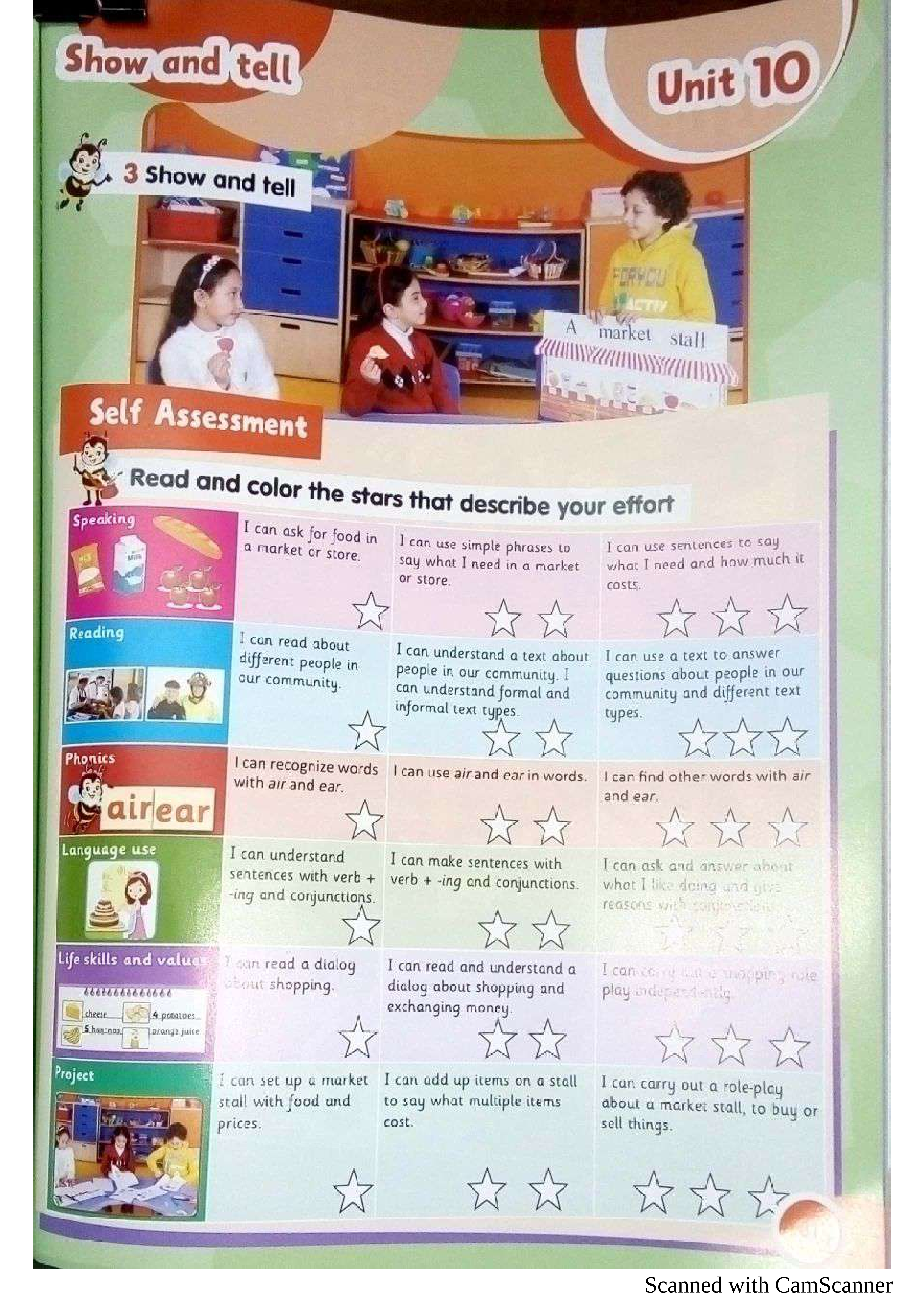
2 How much do they cost? Think of prices.

### 2 Make

3 Cut out the market stall. Stick the food and the prices.

4 In pairs, go shopping! Look at your friend's stall. What do you want to buy? What does it cost? How much money have you got? How much change do you get?





# Show and tell

# Unit 10

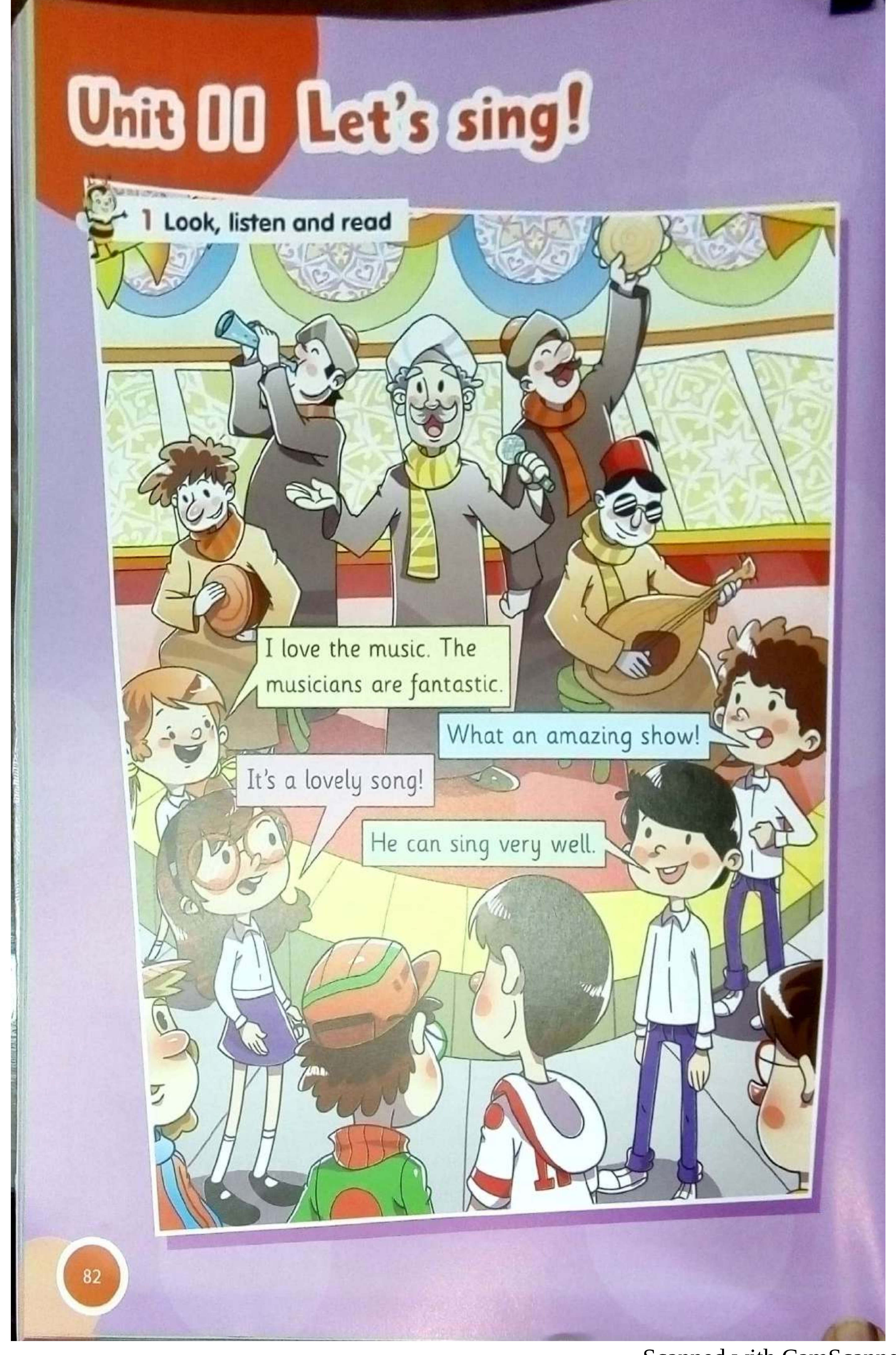
## 3 Show and tell

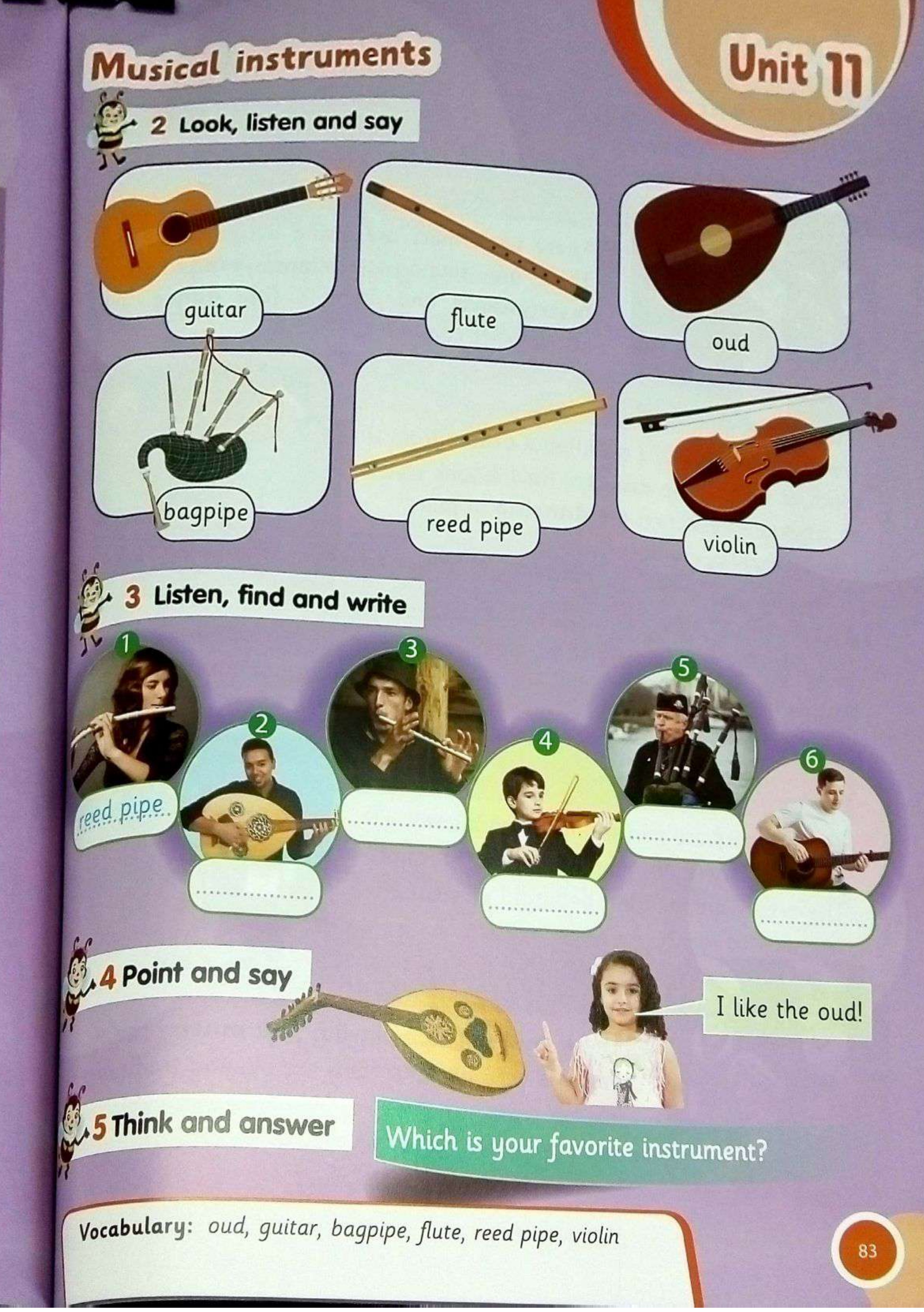


## Self Assessment

### Read and color the stars that describe your effort

| | ☆ | ☆☆ | ☆☆☆ |
|---|---|---|---|
| **Speaking** | I can ask for food in a market or store. ☆ | I can use simple phrases to say what I need in a market or store. ☆☆ | I can use sentences to say what I need and how much it costs. ☆☆☆ |
| **Reading** | I can read about different people in our community. ☆ | I can understand a text about people in our community. I can understand formal and informal text types. ☆☆ | I can use a text to answer questions about people in our community and different text types. ☆☆☆ |
| **Phonics** (air ear) | I can recognize words with *air* and *ear*. ☆ | I can use *air* and *ear* in words. ☆☆ | I can find other words with *air* and *ear*. ☆☆☆ |
| **Language use** | I can understand sentences with verb + *-ing* and conjunctions. ☆ | I can make sentences with verb + *-ing* and conjunctions. ☆☆ | I can ask and answer about what I like doing and give reasons with conjunctions. ☆☆☆ |
| **Life skills and values** (cheese, 4 potatoes, 5 bananas, orange juice) | I can read a dialog about shopping. ☆ | I can read and understand a dialog about shopping and exchanging money. ☆☆ | I can carry out a shopping role play independently. ☆☆☆ |
| **Project** | I can set up a market stall with food and prices. ☆ | I can add up items on a stall to say what multiple items cost. ☆☆ | I can carry out a role-play about a market stall, to buy or sell things. ☆☆☆ |


Unit 11 Let's sing!
1 Look, listen and read
I love the music. The musicians are fantastic.
What an amazing show!
It's a lovely song!
He can sing very well.



# Musical instruments

Unit 11

## 2 Look, listen and say

guitar

flute

oud

bagpipe

reed pipe

violin

## 3 Listen, find and write

1 reed pipe

2 ..................

3 ..................

4 ..................

5 ..................

6 ..................

## 4 Point and say

I like the oud!

## 5 Think and answer

Which is your favorite instrument?

**Vocabulary:** *oud, guitar, bagpipe, flute, reed pipe, violin*



# Reading

## A performance



### 1 Listen and read



1 These performers are giving a traditional show. They are singing traditional **songs**, playing **instruments** and doing a **folk dance**. What instruments can you see?

2 The *Assaya* dance is a traditional **dance** from the south of Egypt. The **dancers** hold a stick called an *assaya*. These men are **dancing** in pairs.



3 These children are singing the **national anthem**. When do you sing the national anthem?

4 These actors are performing a traditional **folktale**. There are many folktales in Egypt. The actors are wearing beautiful **costumes**.





5 These musicians are playing **folk music**. This music is very old and they are playing traditional instruments.






## 2 Read and circle

1 They're singing a **sing** / **song**.

2 They're **wearing** / **playing** costumes.

3 They're telling a **folktale** / **folk music**.

4 They're performing a **dance** / **dancing**.

5 The **dancer** / **dance** has a beautiful costume.

6 They're playing **folk music** / **folk dance**.

7 They have traditional **musicians** / **instruments**.





## 3 Read, guess and write

1 A stick that dancers hold in a traditional dance from the South of Egypt is an ..........................................

2 A national song that the people of a country sing to remember and respect their country is an ..........................................

3 Stories that are common among a group of people and have a moral value are ..........................................

**Vocabulary:** *costume, dance, dancer, folk, folk music, folktale, instrument, national anthem*



# Language use

## 1 Look, read and number

1 What an amazing show!

3 What a brilliant song!

2 What a beautiful rug!

a


b


c


## 2 Read and choose the best answer

1 What an interesting story!
Yes, I love it too. / Because it's exciting.

2 What a wonderful costume!
No, it's colorful. / Yes, it looks beautiful.

3 What a great movie!
Yes, I love funny movies. / It's a funny movie.



## 3 Make sentences. Say with a friend

| What | a<br>an | amazing<br>beautiful<br>interesting | great<br>colorful<br>wonderful | song<br>show<br>costume | story<br>movie<br>dance |
|---|---|---|---|---|---|

What a wonderful song!

What an amazing dance!





**Language:** *What a great show!*
*What an amazing song!*






## 1 Listen and read



He wants the class to sing a song.



Let's ask the teacher to tell us a folktale.



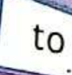
She wants the music teacher to play the flute.

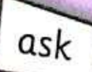


Let's ask our parents to take us to the show.



## 2 Read and complete







want us

1 The teacher wants ..us.. to practice for the show.
2 Can you .................. your parents to help you with your costumes?
3 .................. ask our teacher to play the violin.
4 Mom and Dad .................. us to tidy our room.
5 Our teacher wants us .................. learn the national anthem.

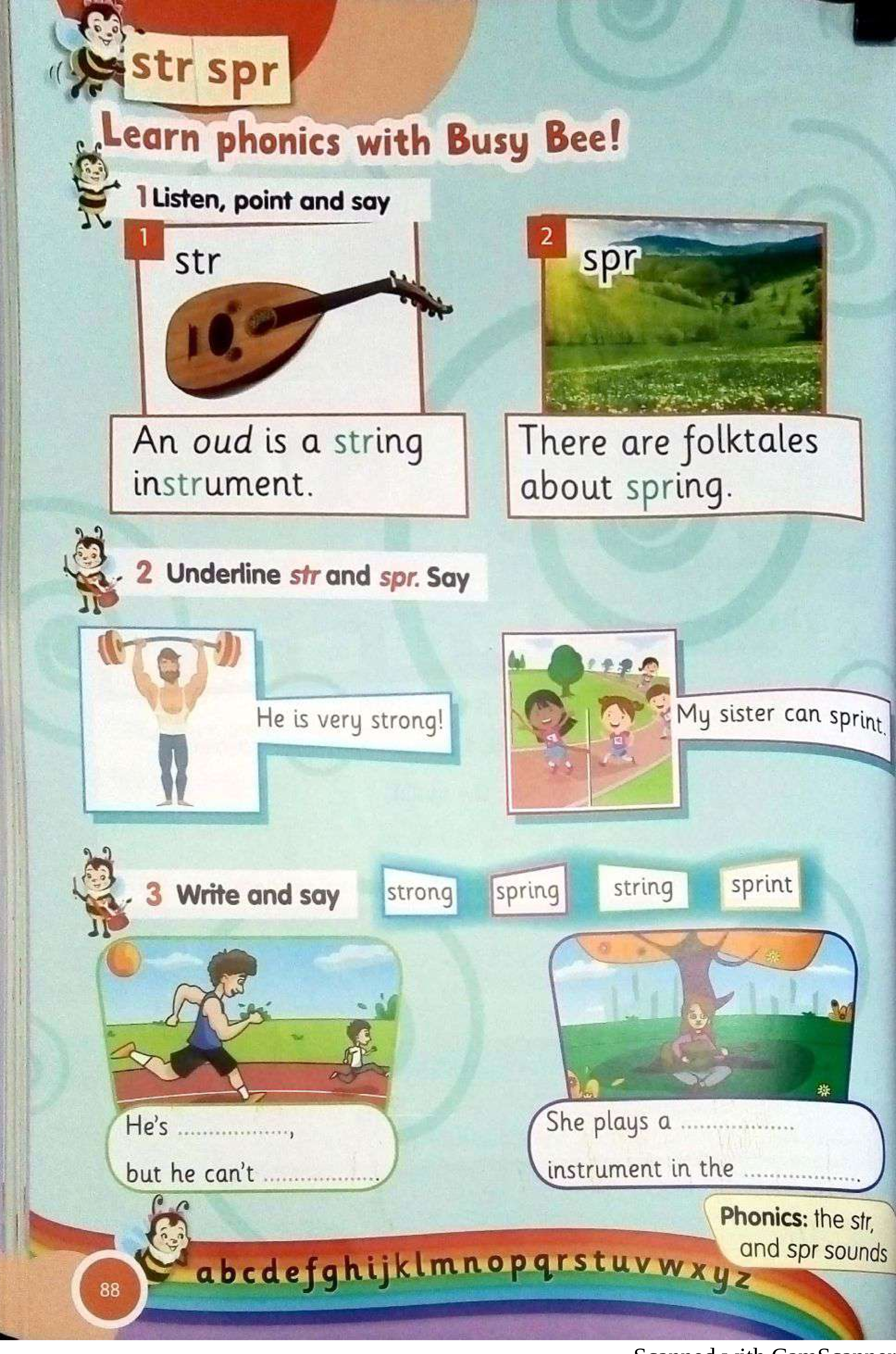


## 3 Read and match

1 He wants his sister to play the guitar.
2 "Let's ask Dad to sing a song."
3 The teacher wants us to tidy the classroom.
4 "Let's ask your brother to be in our show."

a "Dad, can you sing a song, please?"
b "Fares, can you be in our show, please?"
c "Nesma, can you play the guitar, please?"
d "Can you tidy the classroom, please?"

**Language:** want/ask someone to do something
*Can you ....., please?*


str spr
Learn phonics with Busy Bee!
1 Listen, point and say
1
str
2
spr
An oud is a string instrument.
There are folktales about spring.
2 Underline str and spr. Say
He is very strong!
My sister can sprint.
3 Write and say
strong
spring
string
sprint
He's ................,
but he can't ................
She plays a ................
instrument in the ................
Phonics: the str, and spr sounds
abcdefghijklmnopqrstuvwxyz



# Reading: Celebrations

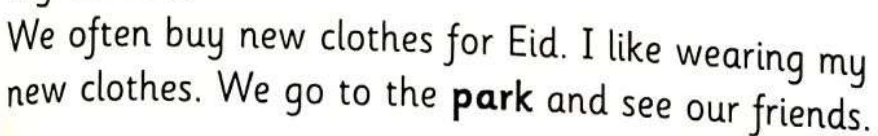
## Unit 11



### Eid al-Fitr

**1 Listen and read**

I love celebrating Eid al-Fitr with my family and friends. We **decorate** our home, so everything looks beautiful. In the morning I have a special breakfast with my family. Then we visit my aunt and uncle and my cousins.

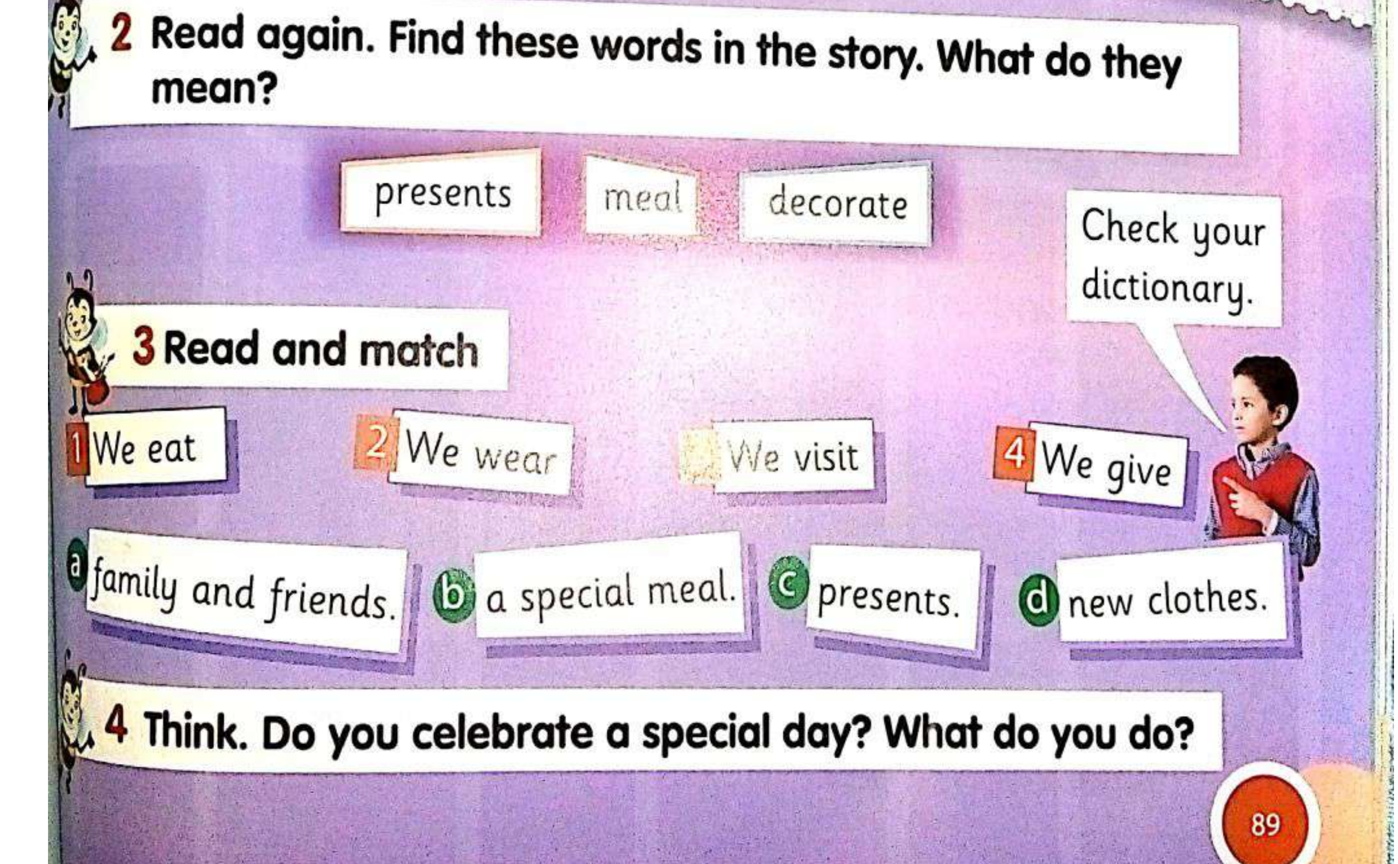


We often buy new clothes for Eid. I like wearing my new clothes. We go to the **park** and see our friends.





At the **park** there are colorful balloons to decorate the trees. Everyone is very happy and friendly. There are lots of good things to eat at Eid al-Fitr. I love the *kahk* cookies. My family has a big **meal** with lots of different things to eat. We also give **presents**. What an amazing day!



**2 Read again. Find these words in the story. What do they mean?**

presents meal decorate

Check your dictionary.

**3 Read and match**

1 We eat 2 We wear We visit 4 We give

a family and friends. b a special meal. c presents. d new clothes.

**4 Think. Do you celebrate a special day? What do you do?**

# Reading

## Sham El-Nessim



### 1 Listen and read



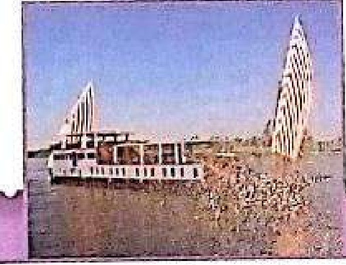
I love celebrating **Sham El-Nessim**. It's the start of spring, and it's my favorite time of year.

My brother and I always decorate eggs for Sham El-Nessim. My mom cooks eggs until they are hard, then we use paint to **dye** them different colors. They look very pretty.

Everybody wants to be outside at Sham El-Nessim. My mom and dad make a big picnic. We live in Alexandria, and we go to the gardens at Montazah Palace to eat our picnic. There are lots of beautiful flowers, and we can see the sea, too.



People in Cairo visit parks to celebrate Sham El Nessim.



Some people celebrate the day by going on a boat trip.



People in Hurghada can go to the beach for a picnic.



### 2 Look and write

decorate eggs | outside | gardens | palace | dye



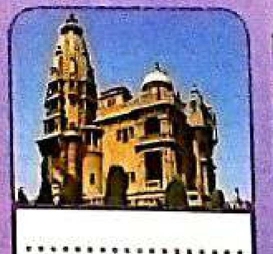
....gardens...



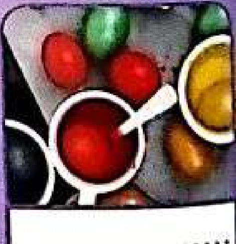
....................



....................



....................



....................



### 3 Think. Do you celebrate Sham El-Nessim? What do you do? Where do you go?

# CLIL – Music




## Types of instruments



### 1 Listen and read

We can play instruments in different ways.

**Wind instruments**

We play wind instruments by blowing them.



This is a **bagpipe**. It is a very old instrument. People played it in Ancient Egypt. People play the bagpipe in other countries now, too. It is very famous in Scotland in the UK!

This is a **reed pipe**. It is also a traditional Egyptian instrument. It is made of wood with a **reed**

**Think – what other wind instruments do you know?**

**String instruments**

We strum the **strings** on a **string instrument** to make music. It can be difficult to learn how to do this, but it is interesting.
This **qanun** has a beautiful sound. There are lots of traditional string instruments in Egypt. What are these instruments?

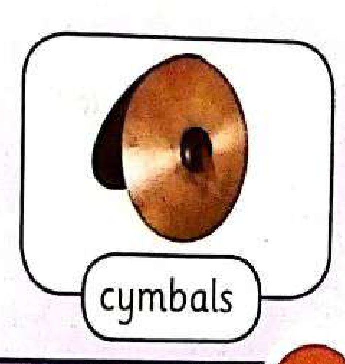


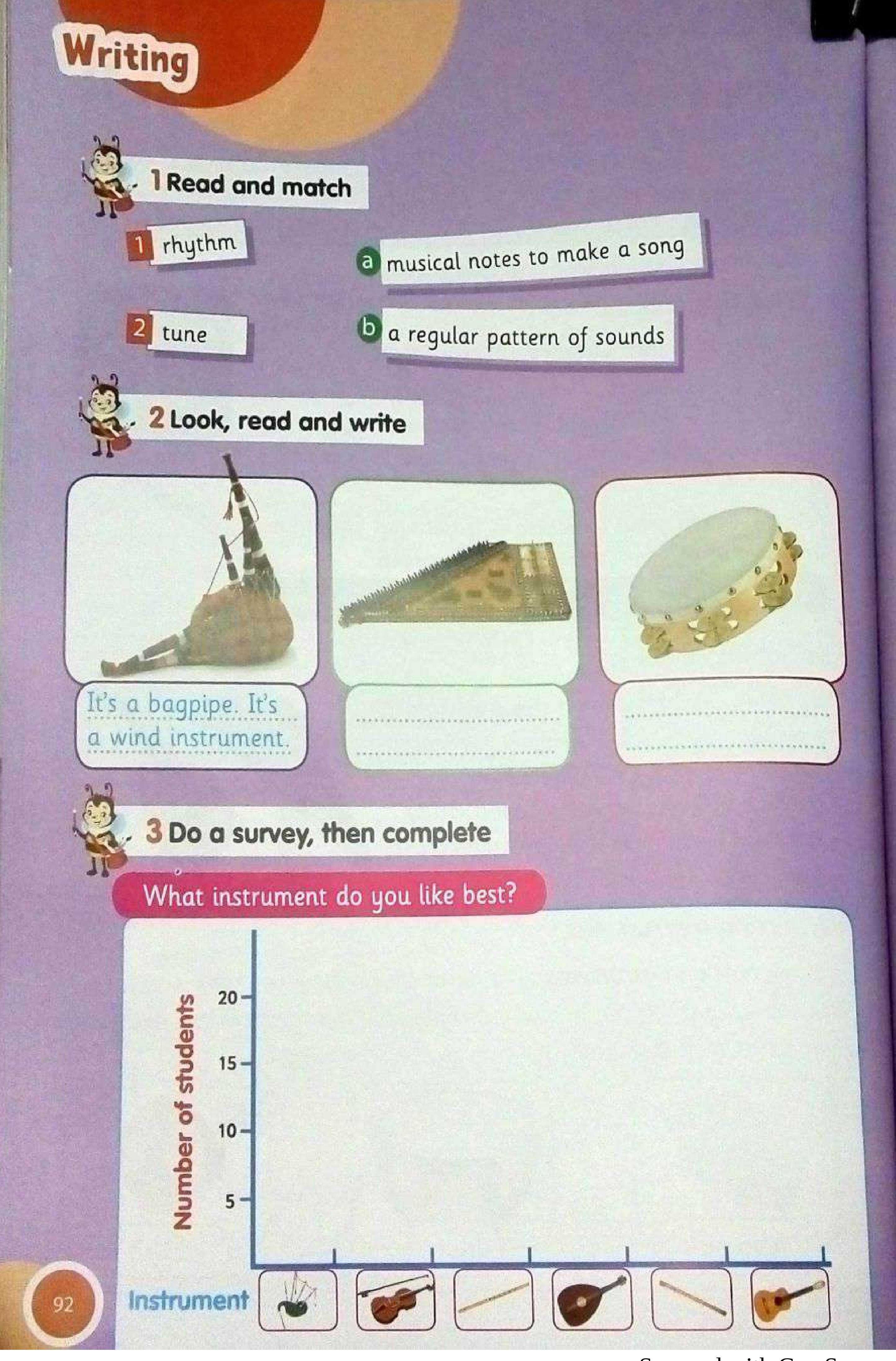
**Percussion instruments**

With **percussion instruments**, you hit or shake them to make a sound. This can keep a rhythm in music. People play the **tambourine**, **drums** or **cymbals** to keep a rhythm.


tambourine


drum


cymbals



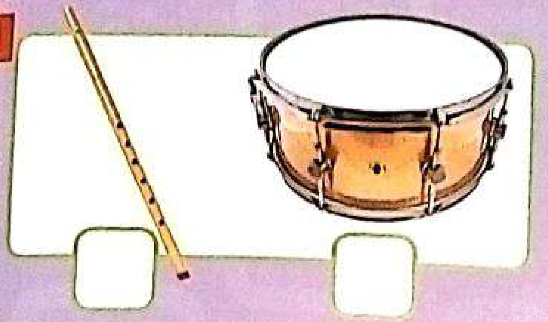
Writing
1 Read and match
1 rhythm
2 tune
a musical notes to make a song
b a regular pattern of sounds
2 Look, read and write
It's a bagpipe. It's a wind instrument.
3 Do a survey, then complete
What instrument do you like best?
Number of students
20
15
10
5
Instrument
92

# Values: Cooperation

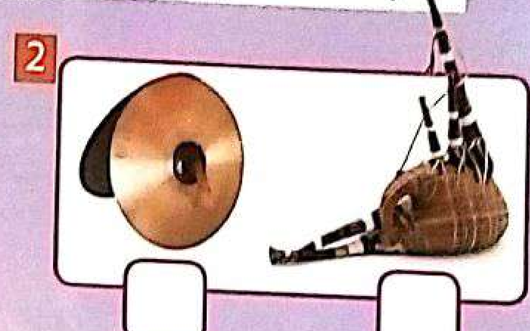
# Unit 11

## 1 Listen. What's the instrument? Check (✓) and say

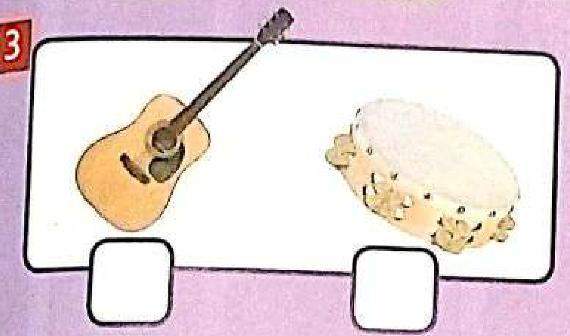
1



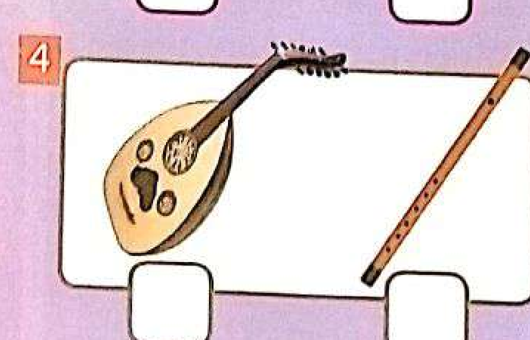
2



3



4



## 2 Read and complete

string | wind | percussion





1 The flute is a .............................. instrument.

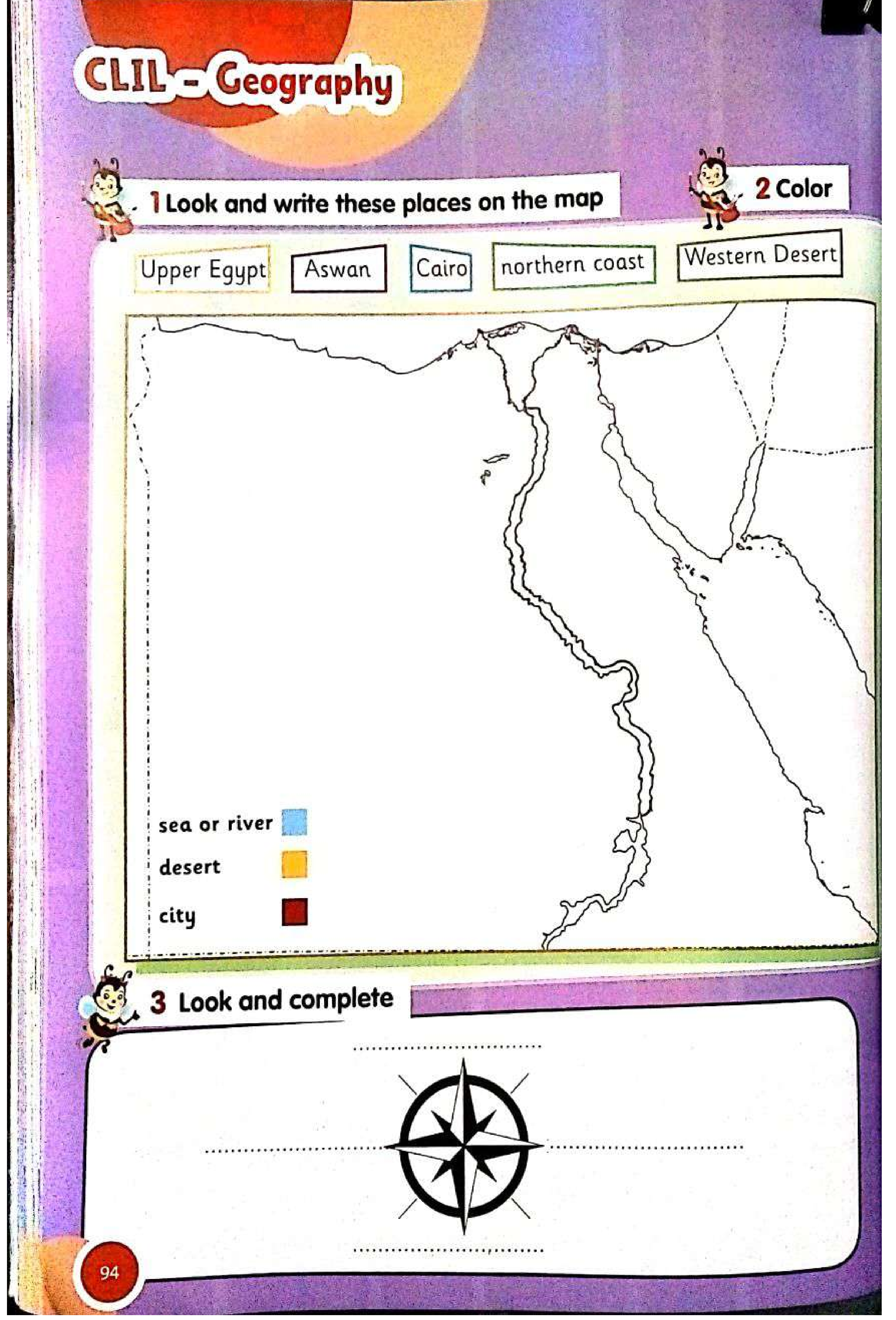
2 The violin is a .............................. instrument.

3 The tambourine is a .............................. instrument.

## 3 Read and complete



A group of musicians is called a band. People in a .................... play different instruments. The .................. sound good when they play together. The ..................... is the person who sings the song.


CLIL - Geography
1 Look and write these places on the map
2 Color
Upper Egypt
Aswan
Cairo
northern coast
Western Desert
sea or river
desert
city
3 Look and complete








**1 Listen and read**

**2 Look at the words in bold in the text. What do they mean? Use a dictionary**

There are many types of music in Egypt. Different parts of the country have their own traditions.

### Cairo

Lots of people live in Cairo, so there are many traditions in one place. You can hear traditional folk music as well as **modern** pop music.
The **Cairo Conservatory of Music** is a special school of music in Cairo. People can learn to play **classical** music on instruments such as the piano and the violin.

### Northern Egypt

Sawahili is popular music from the northern coast. It has a lot of string instruments.

### Upper Egypt

Musicians in Upper Egypt play folk music called Saidi. This is very popular in Egypt and in other countries.

### Aswan

In the southern part of Aswan, there is traditional Nubian music. This is growing and becoming popular in other parts of Egypt and around the world.

### Western Desert

**Bedouin** music comes from the Western Desert. It uses wind instruments and singers.



**3 Ask and answer with a friend.**

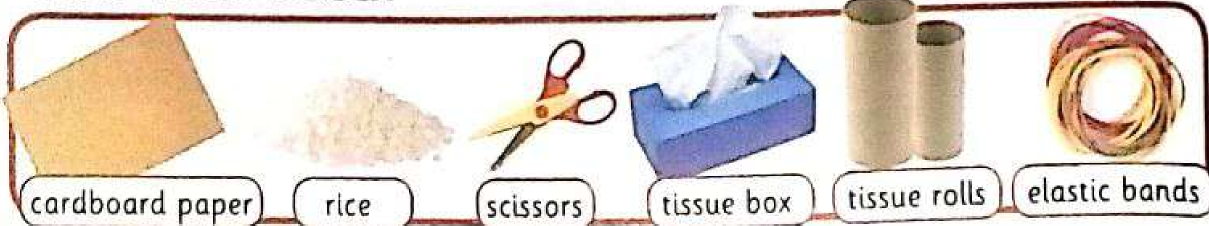
What is your favorite kind of music?
What is your favorite instrument?



**4 Find out about music from another part of Egypt. What instruments does it use? Do people sing?**

# Project: Make instruments

## You will need:






### 1 Think and plan

1 What kinds of instruments can you make with these things?

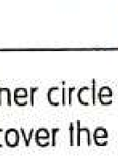
- *I can make a shaker. This is a precussion instrument.*
- *I can make a box guitar. This is a string instrument.*

2 Work in pairs. Choose one instrument each.

3 Choose the materials you need.



### 2 Make



**a shaker:**

1 Cut out two circles of card bigger than the end of the tube.

2 Stick the other circle of card to cover the tube.

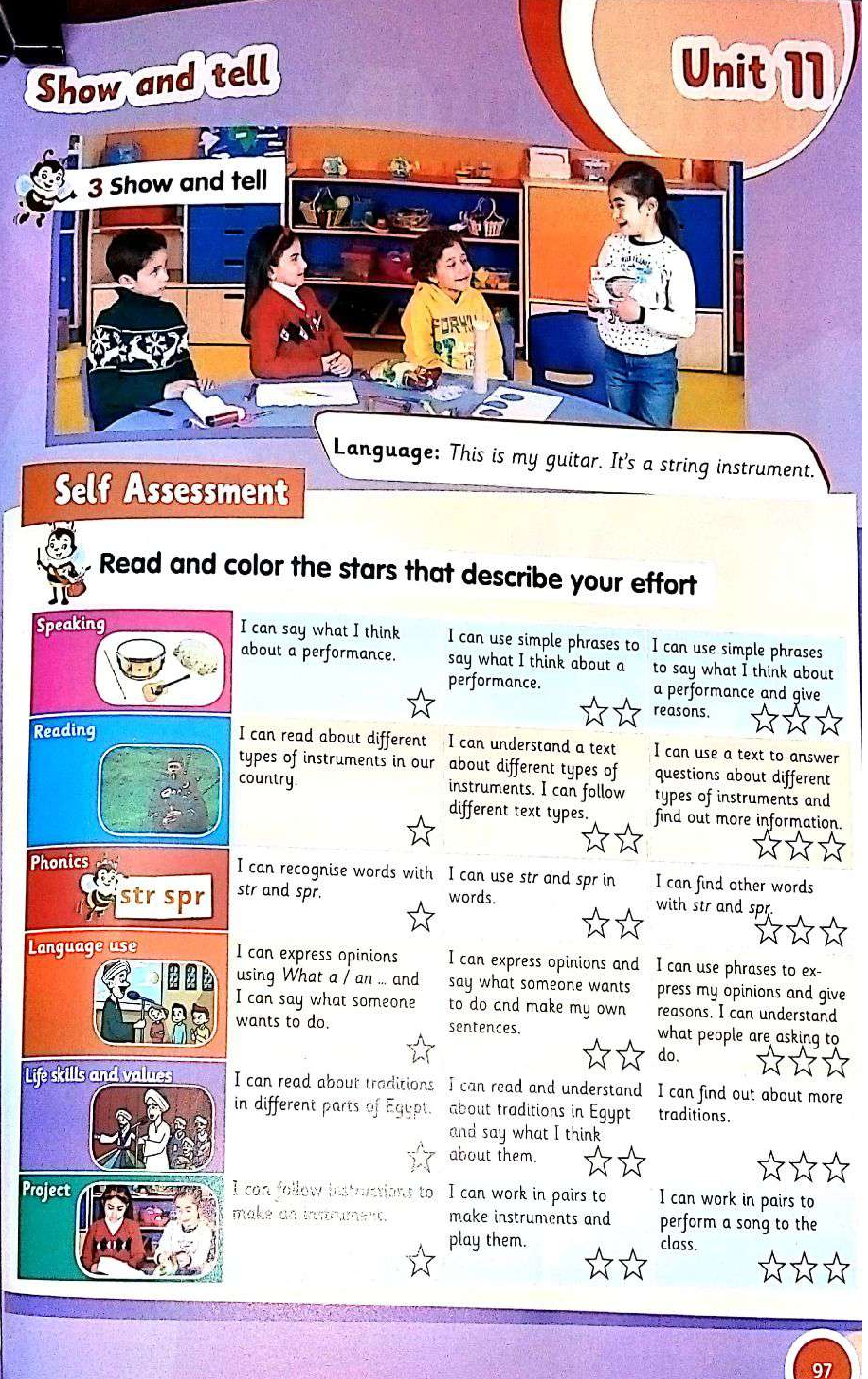
3 Pour rice into the tube.

**a box guitar:**



1 Cut a circle in the top of the box.

2 Stretch the strings over the hole. Use staples to keep them in place.



# Show and tell



## 3 Show and tell

**Language:** *This is my guitar. It's a string instrument.*

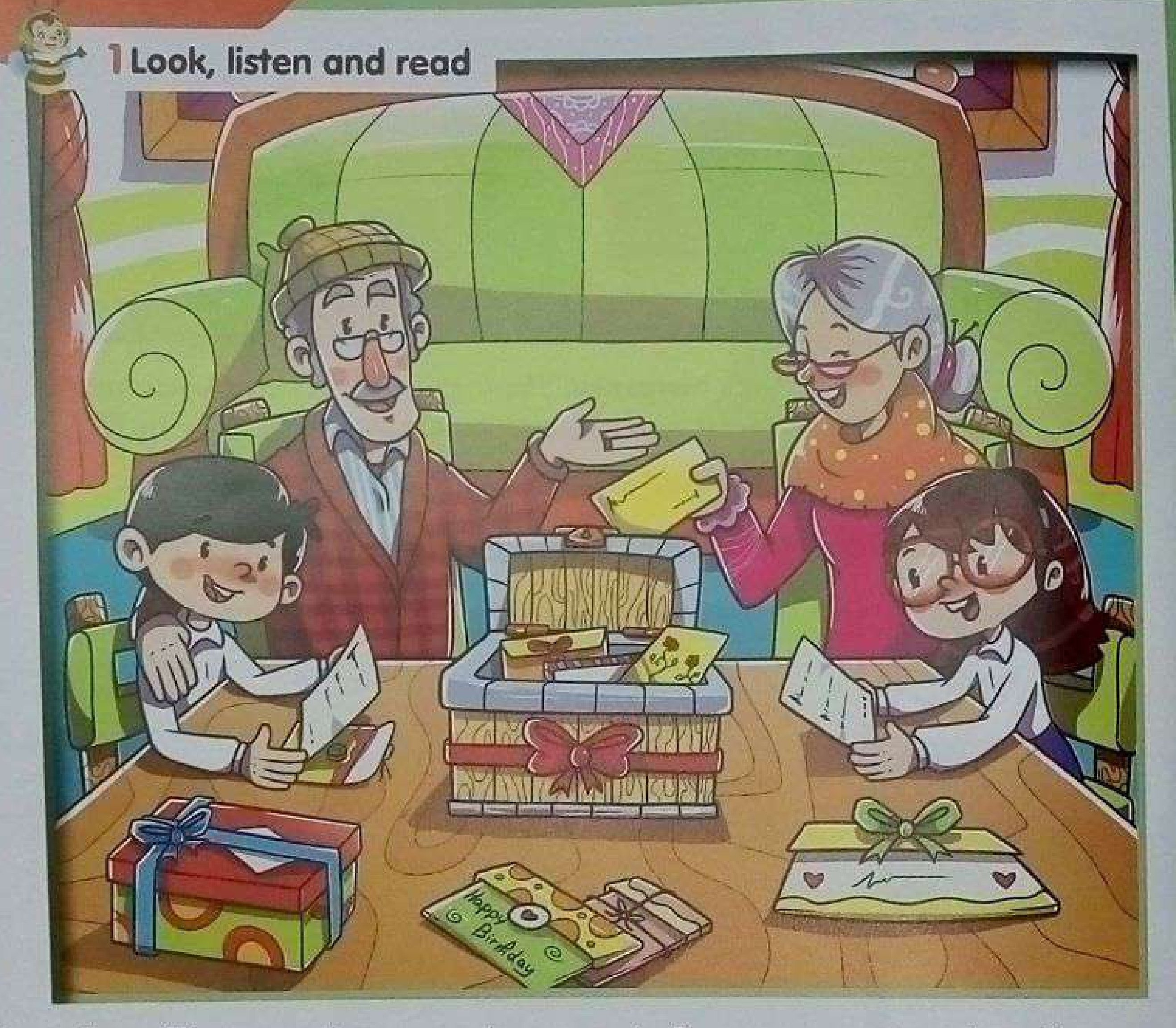
## Self Assessment

### Read and color the stars that describe your effort

| | ☆ | ☆☆ | ☆☆☆ |
|---|---|---|---|
| Speaking | I can say what I think about a performance. | I can use simple phrases to say what I think about a performance. | I can use simple phrases to say what I think about a performance and give reasons. |
| Reading | I can read about different types of instruments in our country. | I can understand a text about different types of instruments. I can follow different text types. | I can use a text to answer questions about different types of instruments and find out more information. |
| Phonics str spr | I can recognise words with *str* and *spr*. | I can use *str* and *spr* in words. | I can find other words with *str* and *spr*. |
| Language use | I can express opinions using *What a / an ...* and I can say what someone wants to do. | I can express opinions and say what someone wants to do and make my own sentences. | I can use phrases to express my opinions and give reasons. I can understand what people are asking to do. |
| Life skills and values | I can read about traditions in different parts of Egypt. | I can read and understand about traditions in Egypt and say what I think about them. | I can find out about more traditions. |
| Project | I can follow instructions to make an instrument. | I can work in pairs to make instruments and play them. | I can work in pairs to perform a song to the class. |

# Unit 12 Say that again

## 1 Look, listen and read




**Grandma:** These are letters and postcards from my cousins when I was at school.

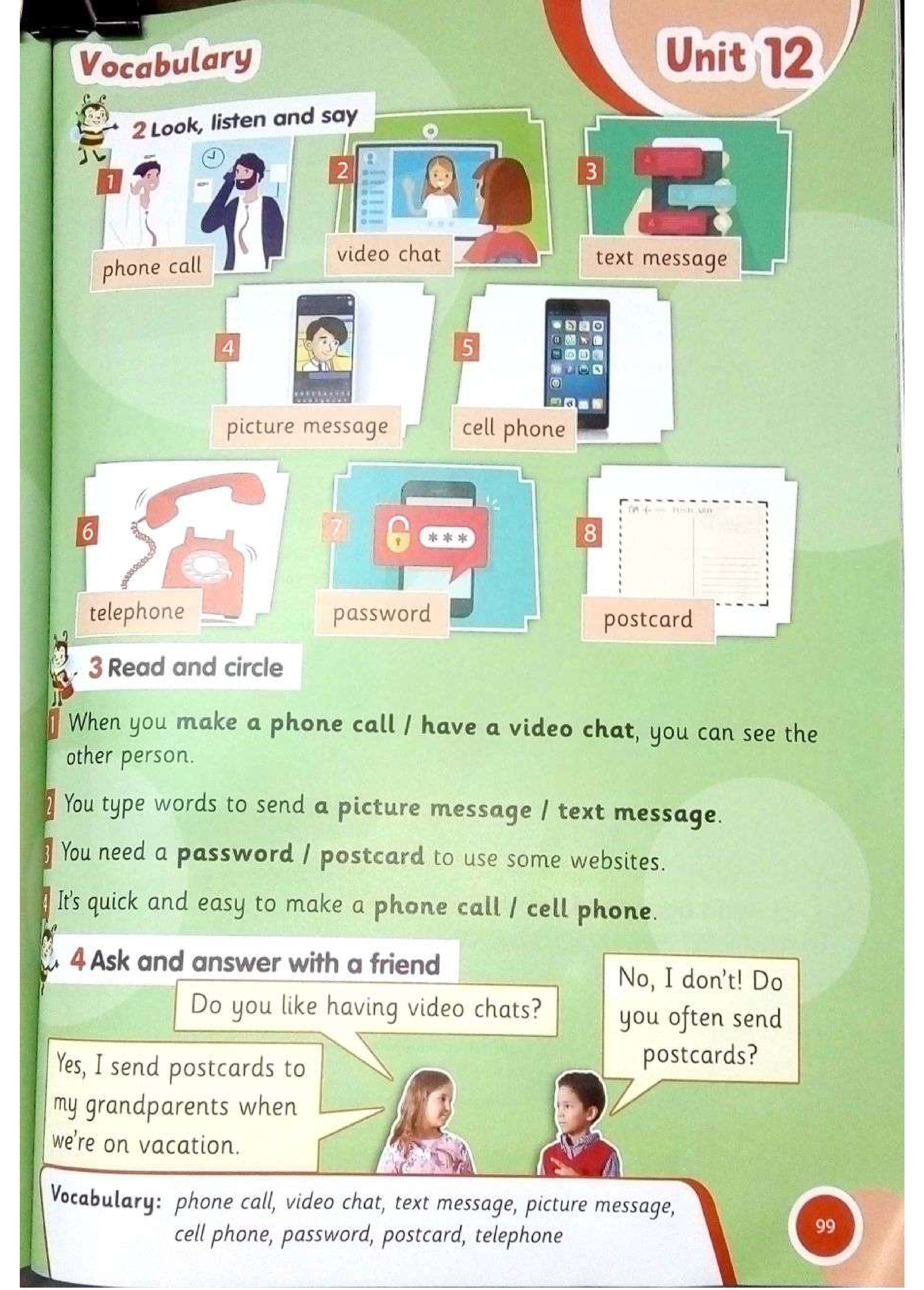
**Hany:** Why did you write letters?

**Grandma:** Well, we didn't see each other a lot because we lived in Luxor and they lived in Aswan. We wrote letters. People used to write letters a lot.

**Hana:** Really? I never write letters. We can make a phone call or send a text message.

**Hany:** I like sending picture messages.

**Grandma:** Yes, so do I now!



# Unit 12

## Vocabulary

### 2 Look, listen and say

1. phone call
2. video chat
3. text message
4. picture message
5. cell phone
6. telephone
7. password
8. postcard

### 3 Read and circle

1. When you **make a phone call / have a video chat**, you can see the other person.
2. You type words to send **a picture message / text message**.
3. You need a **password / postcard** to use some websites.
4. It's quick and easy to make a **phone call / cell phone**.

### 4 Ask and answer with a friend

Do you like having video chats?

No, I don't! Do you often send postcards?

Yes, I send postcards to my grandparents when we're on vacation.

**Vocabulary:** *phone call, video chat, text message, picture message, cell phone, password, postcard, telephone*

# Reading



## 1 Think and answer

1. What does online safety mean?
2. What do you know about online safety?
3. Why do you think it is important?





## 2 Look, listen and read



18:00

Chats

Mom

Hi Fares, how was school today?

Hi, Mom. It was good, thanks.

What did you do?

We learned about **online safety**. Our teacher told us about **strong** passwords and **weak** passwords.

That's interesting. Tell me all about it when you get home.

OK!



## 3 Read again and answer

1. Who went to school? ..........................................................................
2. Who is asking questions? ..........................................................................
3. Did Fares have a good day? ..........................................................................
4. What did Fares learn? ..........................................................................



## Online Safety

### 1 Listen and read

You are **online** when you visit **websites**, send emails, or use **social media**. It's important to know what is safe and what isn't safe when you go online.

**Passwords:**

✗ Don't use a password that people can guess, like your date of birth.

✗ Don't use the same password on different websites.

**Personal information:**

✗ Don't share information online with people you don't know.

✗ Don't send photos or tell people your address.

**What do you have to do?**

✓ Ask your parents before you go online.

✓ Follow your parents' rules about going online.

✓ Use a strong password. Have eight or more characters, with numbers, letters, and symbols.

There's a lot to learn on the internet, and there's a lot of exciting information! Talk about what you learn with your family.

### 2 Read again and check ✓ or ✗

Is it a good idea to ...

use your date of birth for your password? ☐

change your password on different websites? ☐

share photos with people you don't know? ☐

alk to your parents about going online? ☐

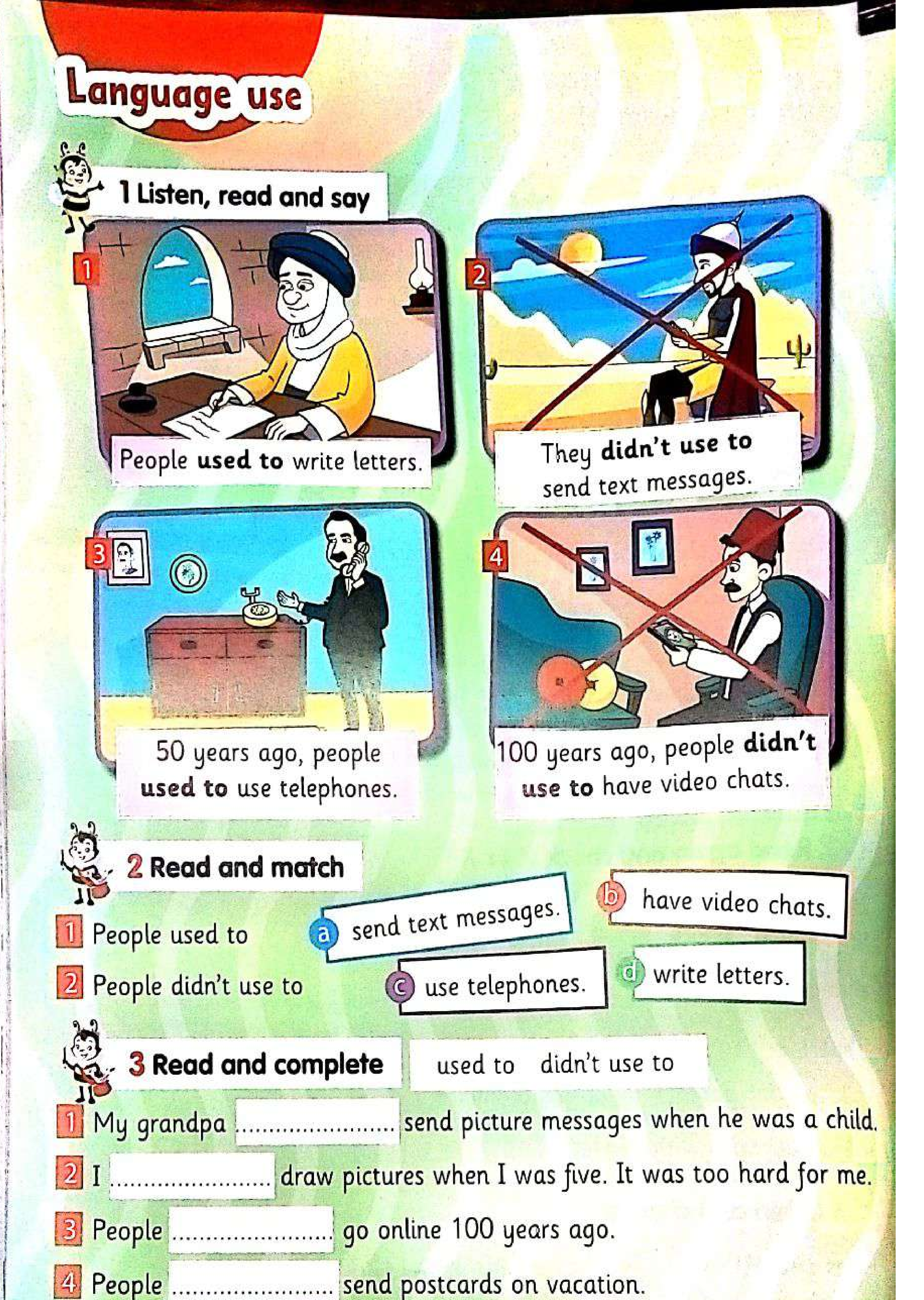
se a password with five letters? ☐

### 3 Listen and choose

es **sometimes / always** asks his mom before going online.

es **never / often** talks to people he doesn't know online.

es **usually / always** uses a strong password.



# Language use

## 1 Listen, read and say

1. People **used to** write letters.
2. They **didn't use to** send text messages.
3. 50 years ago, people **used to** use telephones.
4. 100 years ago, people **didn't use to** have video chats.

## 2 Read and match

1. People used to
2. People didn't use to

a. send text messages.
b. have video chats.
c. use telephones.
d. write letters.

## 3 Read and complete

used to    didn't use to

1. My grandpa ...................... send picture messages when he was a child.
2. I ...................... draw pictures when I was five. It was too hard for me.
3. People ...................... go online 100 years ago.
4. People ...................... send postcards on vacation.

# CLIL – History

## Communication in the past

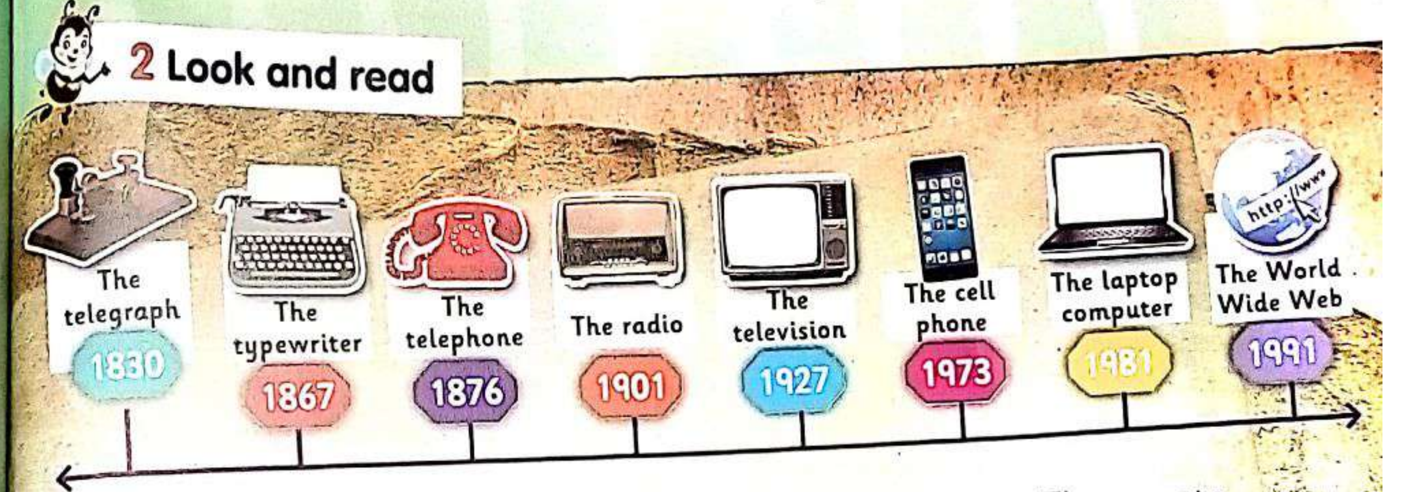





### 1 Think and answer

1. Look at the timeline. What do you use? ..................................
2. Do you watch movies on a television? ..................................
3. Do your parents use a telephone or a cell phone? ..........................

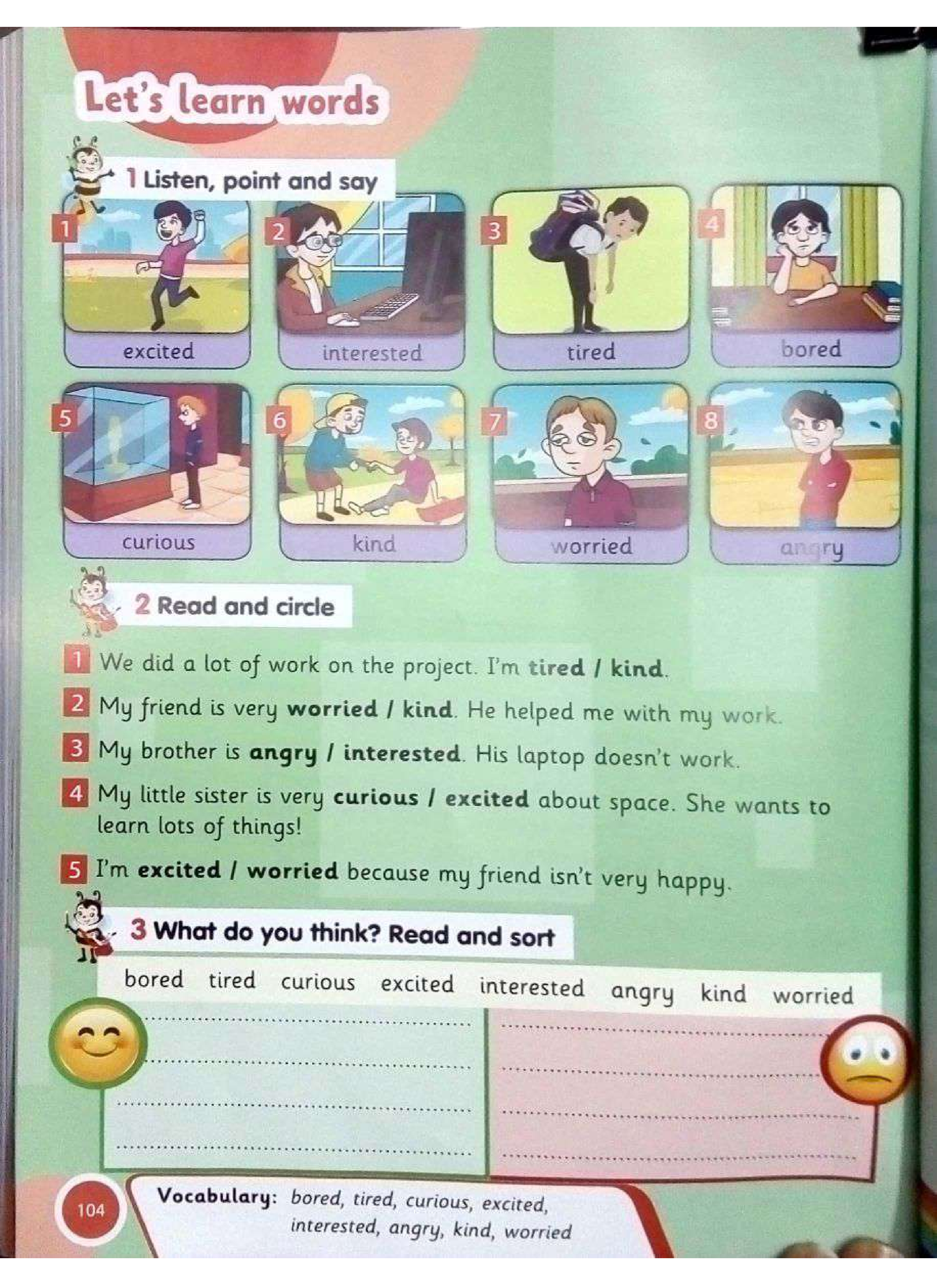
### 2 Look and read




People used to communicate in different ways in the past. They wrote letters, but it was slow to post them. The **telegraph** sent messages around the world **quickly**. It used a **code** of short and long **clicks** to send **signals** along a wire.
People talked to each other on the telephone. It was very exciting when it was new. Telephones used to need wires, but now we have cell phones.
People used to use **typewriters** to write letters, newspapers and magazines. Today we use computers. They are very fast.
Now we use the **World Wide Web** to find information on the internet.
Everything is very different today!

### 3 Ask and answer

1. Did people speak using telegraphs?
2. Did people use typewriters to write letters?
3. Did telephones need wires?
4. Did people use the World Wide Web 100 years ago?



# Let's learn words

## 1 Listen, point and say

1 excited
2 interested
3 tired
4 bored
5 curious
6 kind
7 worried
8 angry

## 2 Read and circle

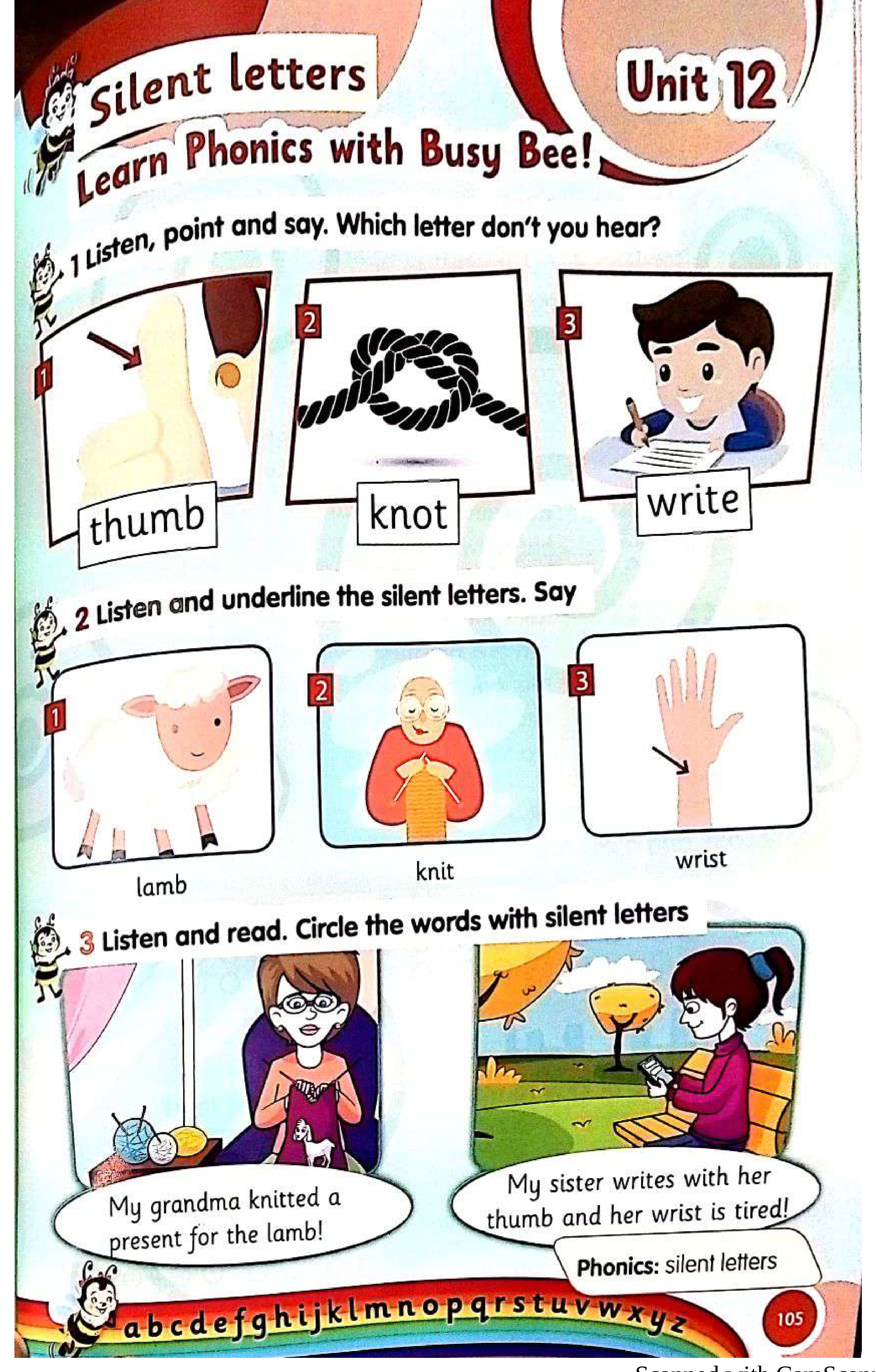
1. We did a lot of work on the project. I'm **tired / kind**.
2. My friend is very **worried / kind**. He helped me with my work.
3. My brother is **angry / interested**. His laptop doesn't work.
4. My little sister is very **curious / excited** about space. She wants to learn lots of things!
5. I'm **excited / worried** because my friend isn't very happy.

## 3 What do you think? Read and sort

bored tired curious excited interested angry kind worried

| 😊 | ☹ |
|---|---|
| .................... | .................... |
| .................... | .................... |
| .................... | .................... |
| .................... | .................... |

**Vocabulary:** *bored, tired, curious, excited, interested, angry, kind, worried*



Silent letters
Unit 12
Learn Phonics with Busy Bee!
1 Listen, point and say. Which letter don't you hear?
1
thumb
2
knot
3
write
2 Listen and underline the silent letters. Say
1
lamb
2
knit
3
wrist
3 Listen and read. Circle the words with silent letters
My grandma knitted a present for the lamb!
My sister writes with her thumb and her wrist is tired!
Phonics: silent letters
a b c d e f g h i j k l m n o p q r s t u v w x y z
105

# CLIL – Social Studies

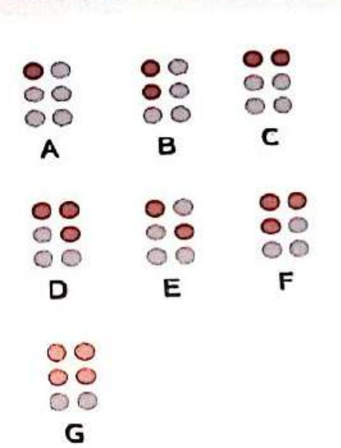
## Braille

### 1 Look, listen and read

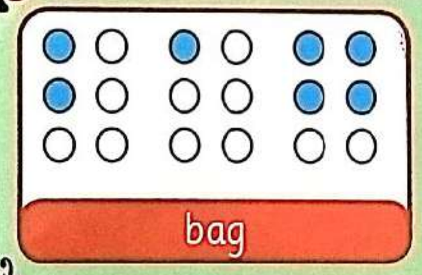


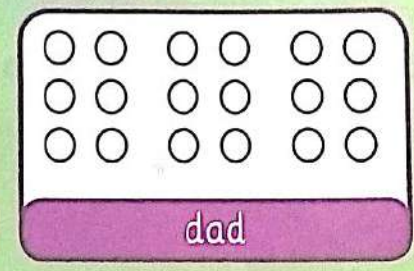
The **invention** of **braille** is a story about a young boy called Louis Braille. He had an accident when he was a child. When he was five, he was blind – he couldn't see.

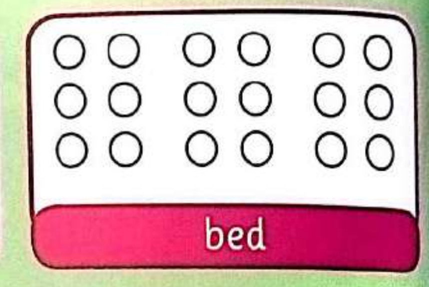
Louis went to a special school in Paris for blind children. He learned a **code** for reading by touching **dots** and **dashes** with his fingers. It was difficult, but he wanted to learn to read. When he was fifteen, he made his own code. It was easier to read. He used six dots and put them in different places. You can feel the special dots on the paper.
More people learned braille, and today it helps blind people read, do math and play music all around the world.




### 2 Look and color the circles



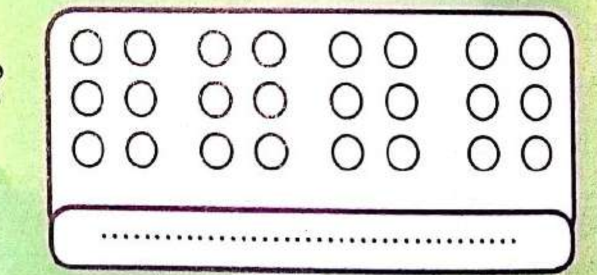




### 3 Use a card or clay to make the dots. Feel and read

### 4 Find out

1. Can you find more letters in braille?
2. Write a word with four letters.



Wider world

# Unit 12

## Why do we communicate in different ways?

### 1 Read and complete

a letter　a postcard　a newspaper or magazine　an email
a website　~~a text message~~　a picture message　a story book

What's the best way to communicate?

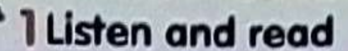
1 We want to send a quick, short message to one person. a text message
2 We want lots of people to buy things and read information on paper. ..........
3 We want to tell one person our news. They don't have to receive it quickly. ..........
4 We want to show a person a picture using our cell phone. ..........
5 We're on vacation and we want to tell a person about it. ..........
6 We want to tell someone a story about something. ..........
7 We want to write to a person, and they need to see it quickly. It can be short or long. ..........
8 We want lots of people all around the world to read what we are writing. ..........

### 2 Read, match and number

1 You use a telephone or cell phone when you want to
2 You use a video chat when you want to
3 You use a television when you want to
4 You use the World Wide Web when you want to
5 You use a laptop when you want to

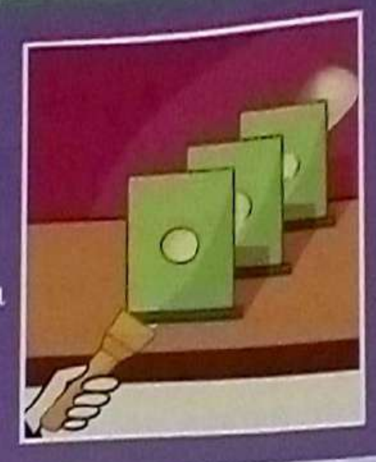
☐ type an email, write a project, watch a movie, or look at photos.
☐ watch a program or a movie.
☐ see the person you are talking to.
☐ talk to one person and hear what they are saying.
☐ read websites or watch videos to find out information.

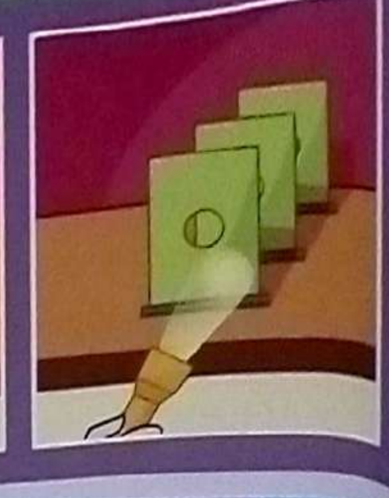
# CLIL: Science
## How light travels



### 1 Listen and read

Light travels in straight lines. Look at this picture. There are holes in pieces of card. When the holes are in a straight line, you see the light from the flashlight on the wall. You can move the card so the holes aren't in a straight line. The card blocks the light.







**Transparent** objects allow light to pass through.



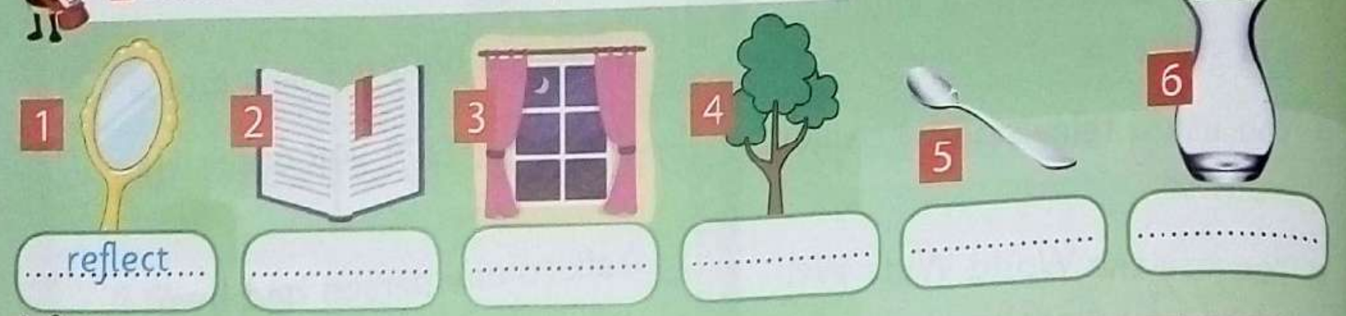
**Opaque** objects block light. Light cannot pass through them.



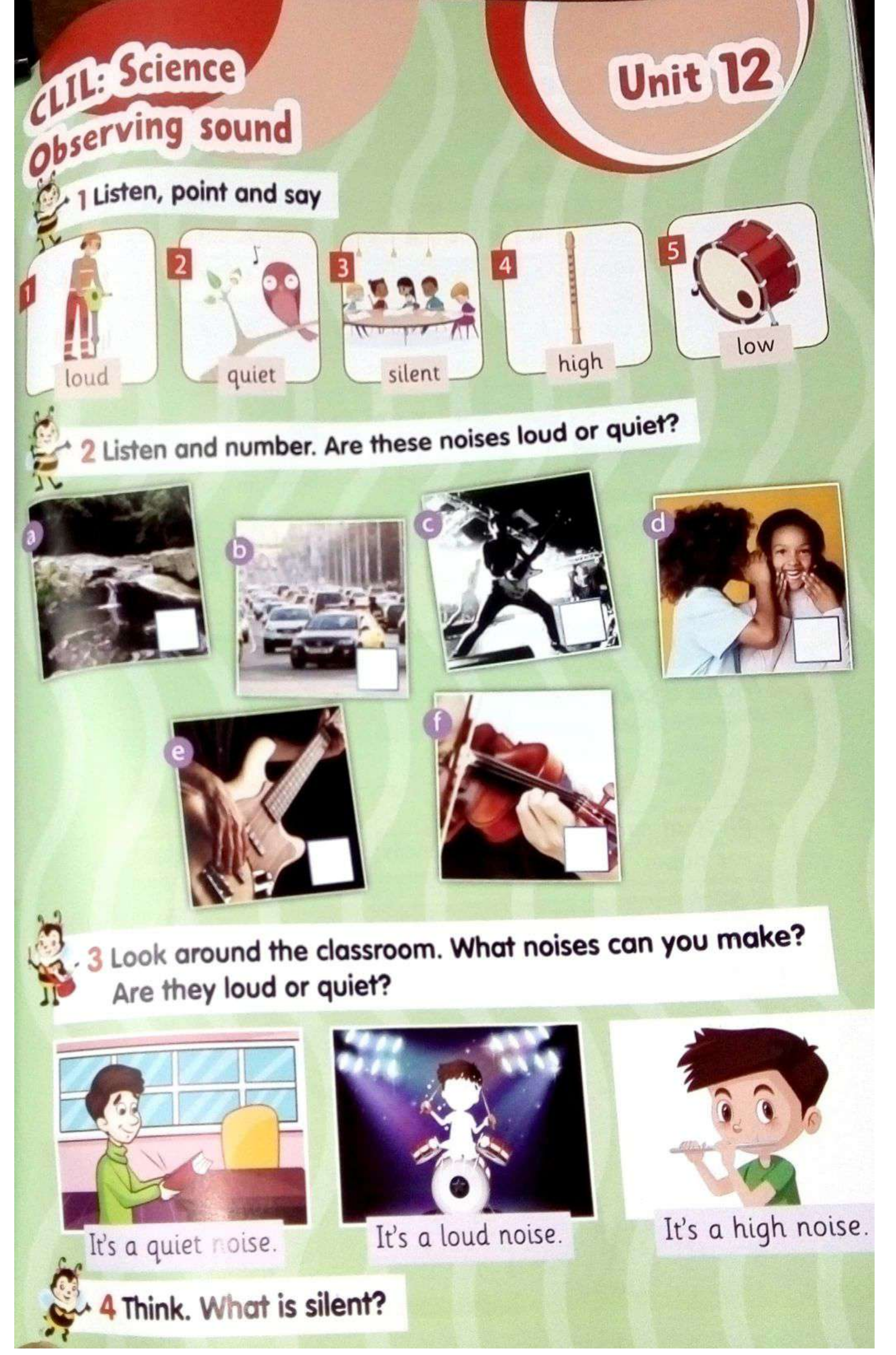
**Smooth,** shiny objects **reflect** light. When you look at them, you can see your face!



### 2 Look and write *block, pass* or *reflect*




### 3 What other objects can you think of that block light, allow light through, or reflect light?



# CLIL: Science
## Observing sound

## Unit 12

**1 Listen, point and say**

1 loud
2 quiet
3 silent
4 high
5 low

**2 Listen and number. Are these noises loud or quiet?**

a b c d e f

**3 Look around the classroom. What noises can you make? Are they loud or quiet?**

It's a quiet noise.

It's a loud noise.

It's a high noise.

**4 Think. What is silent?**

# Project: Make a code



## 1 Look at this code

A code can use numbers, dots and dashes. Or it can be the alphabet backwards, like this code.

| a | b | c | d | e | f | g | h | i |
|---|---|---|---|---|---|---|---|---|
| z | y | x | w | v | u | t | s | r |
| j | k | l | m | n | o | p | q | r |
| q | p | o | n | m | l | k | j | i |
| s | t | u | v | w | x | y | z | |
| h | g | f | e | d | c | b | a | |

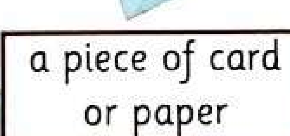


## 2 Look at the note. What does this say

N b m z n v r h O z i z ..............................................................



## 3 Make a code chart



a piece of card or paper



colored pencils

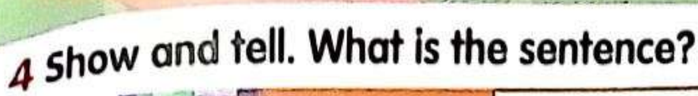


scissors

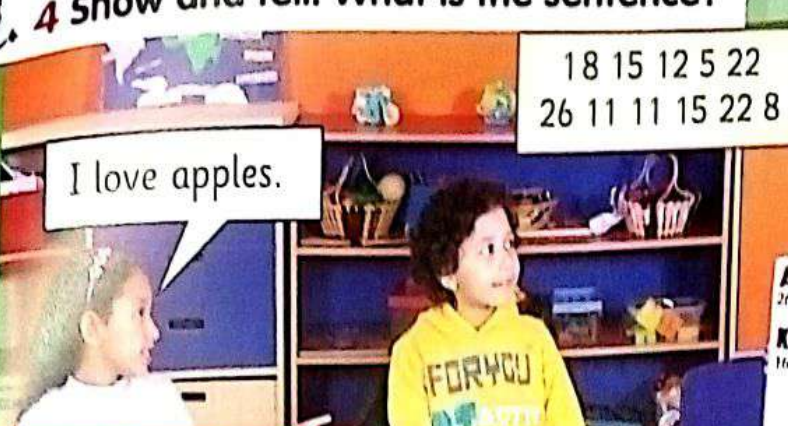


glue



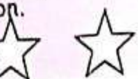
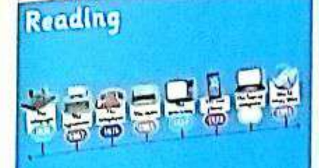
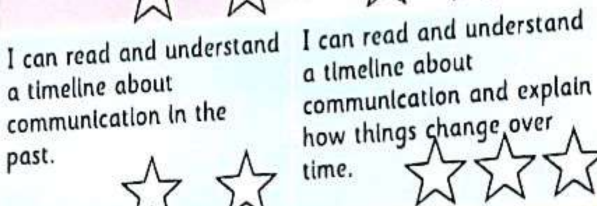
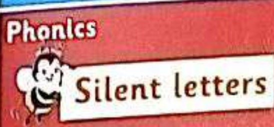
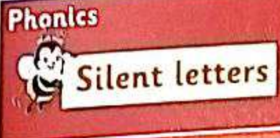
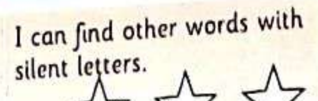
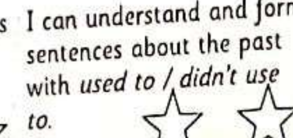
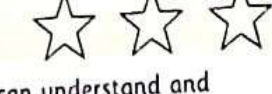
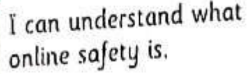
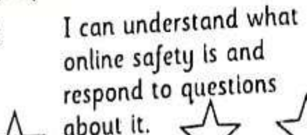
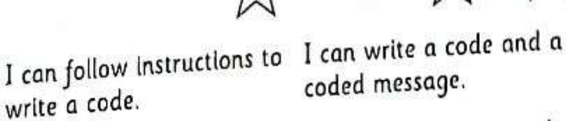
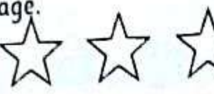


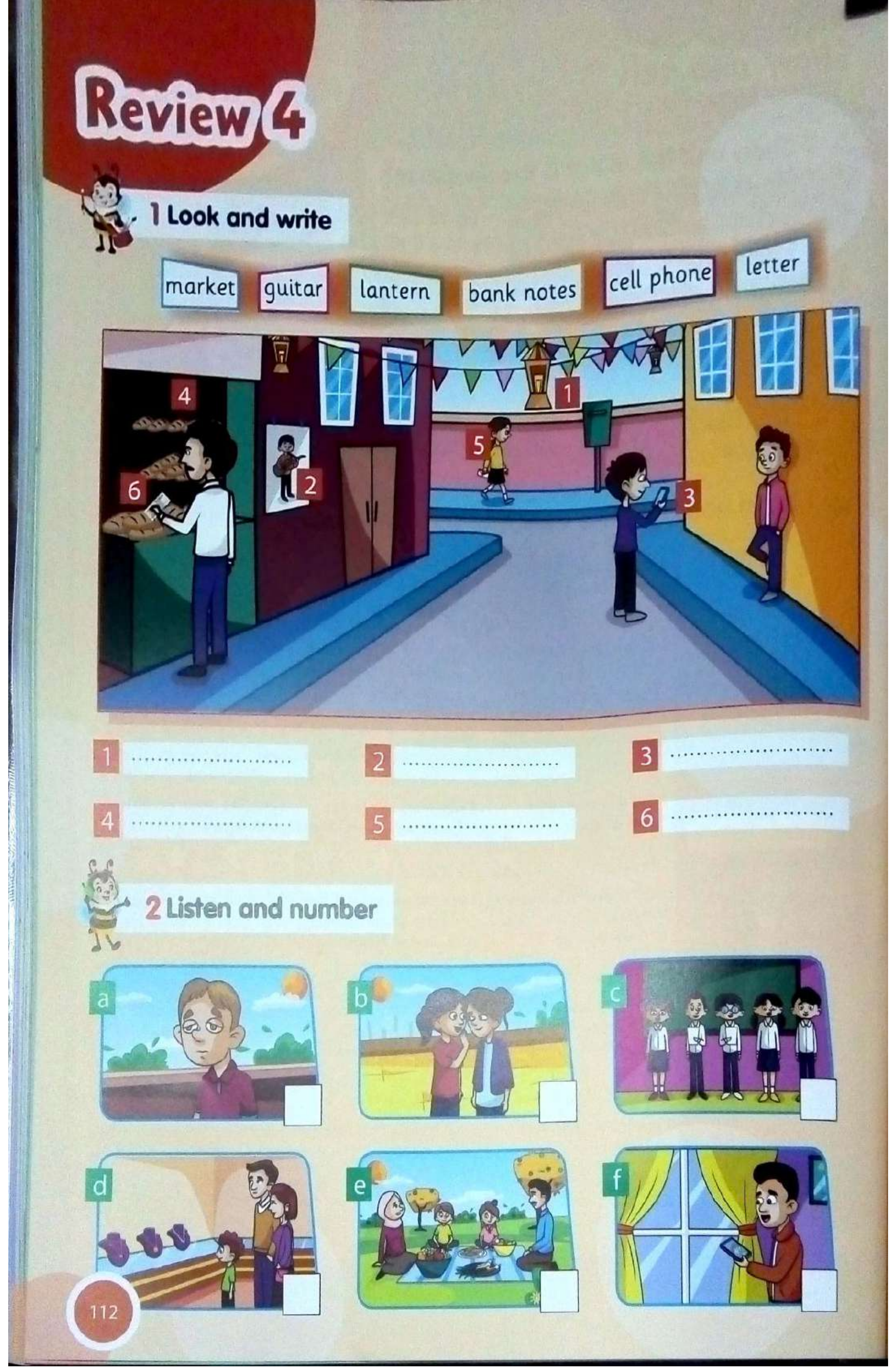
## 4 Show and tell. What is the sentence?



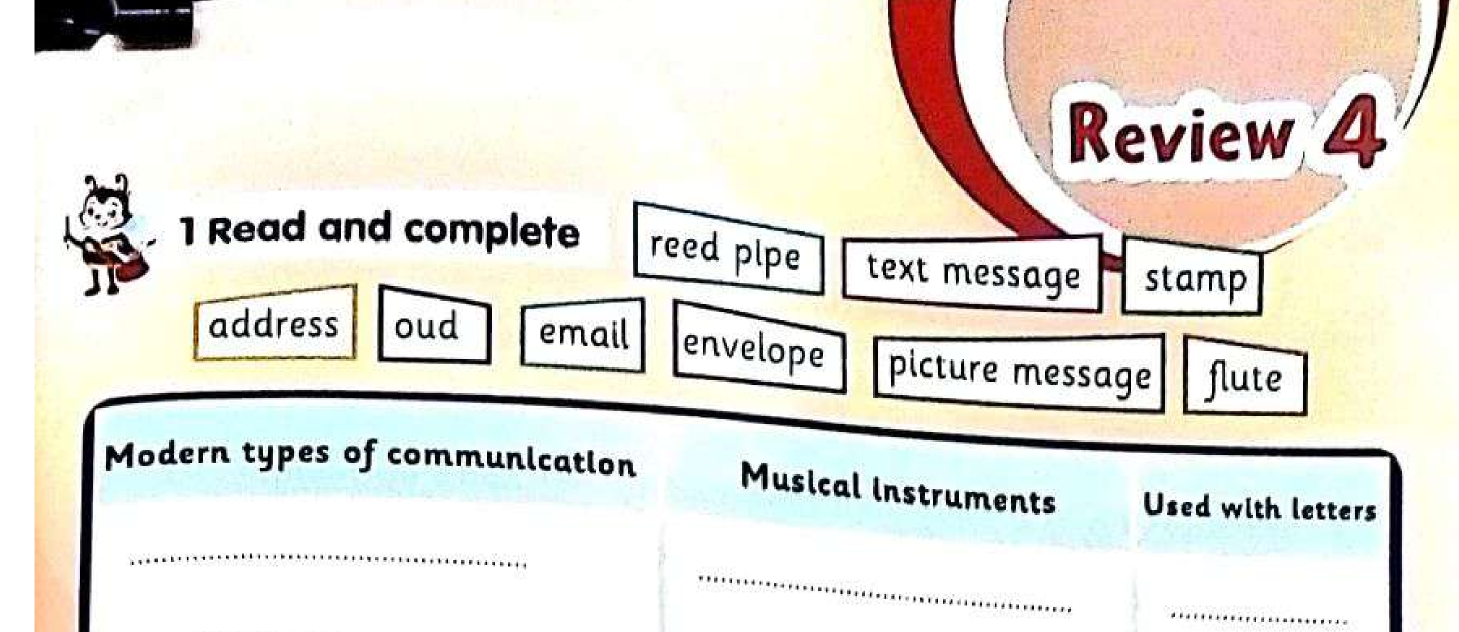

## Self Assessment

### Read and color the stars that describe your effort

| | ☆ | ☆☆ | ☆☆☆ |
|---|---|---|---|
| Speaking  | I can say what types of communication I use.  | I can talk about how often I use different types of communication.  | I can say how often and why I use different types of communication. |
| Reading  | I can read about communication in the past.  | I can read and understand a timeline about communication in the past.  | I can read and understand a timeline about communication and explain how things change over time.  |
| Phonics   Silent letters | I can recognise silent letters in words.  | I can pronounce words correctly with silent letters. | I can find other words with silent letters.  |
| Language use  | I can understand sentences about the past with *used to / didn't use to.* | I can understand and form sentences about the past with *used to / didn't use to.*  | I can talk about the past with *used to / didn't use to.*  |
| Life skills | I can understand what online safety is.  | I can understand what online safety is and respond to questions about it.   | I can understand and discuss the importance of online safety. |
| Project  | I can follow instructions to write a code.  | I can write a code and a coded message.  | I can work in pairs to write a code and read a coded message.  |



Review 4
1 Look and write
market
guitar
lantern
bank notes
cell phone
letter
1 ........................
2 ........................
3 ........................
4 ........................
5 ........................
6 ........................
2 Listen and number
a
b
c
d
e
f
112



# Review 4

## 1 Read and complete

reed pipe | text message | stamp | address | oud | email | envelope | picture message | flute

| Modern types of communication | Musical instruments | Used with letters |
|---|---|---|
| ........................................ | ........................................ | .......................... |
| ........................................ | ........................................ | .......................... |
| ........................................ | ........................................ | .......................... |

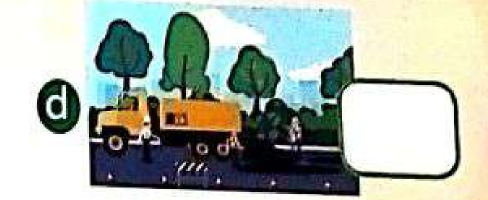
## 2 Look, read and match

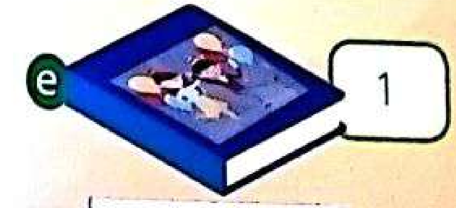
1. This is a story about a special day.
2. Let's ask Yasmin to play the piano.
3. What an amazing dancer!
4. Our mom wants us to tidy our room.
5. What a loud noise!
6. This is a story about a boat trip.

a  [ ]

b  [ ]

c  [ ]

d  [ ]

e  [ 1 ]

f  [ ]

# Review 4



## 1 Read and circle

1. We went to the butcher's, **so** / **but** it was closed.
2. I need to buy some eggs **and** / **because** some cheese.
3. She has to buy a present **so** / **because** it's her dad's birthday.
4. We had to do a project **because** / **so** we went to the library.



## 2 Complete the text



used to | didn't use to

I spoke to my grandma last night. I **(1)** ........................ write her letters, but she has a new cell phone. She **(2)** ........................ like her old telephone, but she likes the cell phone. We had a video call. I **(3)** ........................ see her very often, but now I can see her face when I talk to her! I love my grandma. She **(4)** ........................ be a performer, and she can sing and play the violin.



## 3 Read and order the words. Number

1. shopping / hate / shoes. / I / for

   ..............................................................

2. like / getting / library. / books / I / from / the

   ..............................................................

3. sister / cakes. / likes / My / making

   ..............................................................

4. don't / traveling / by / I / boat. / like

   ..............................................................

a 

b 

c 

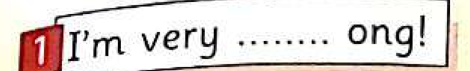
d 





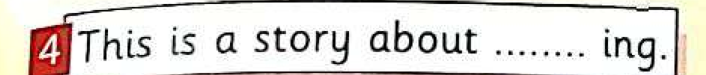

## 1 Complete the words. Match, listen and say

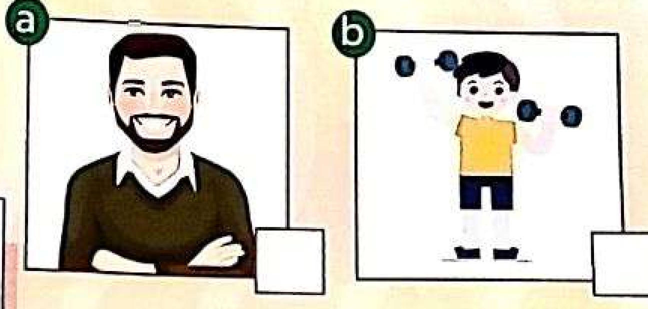
air | ear | spr | str

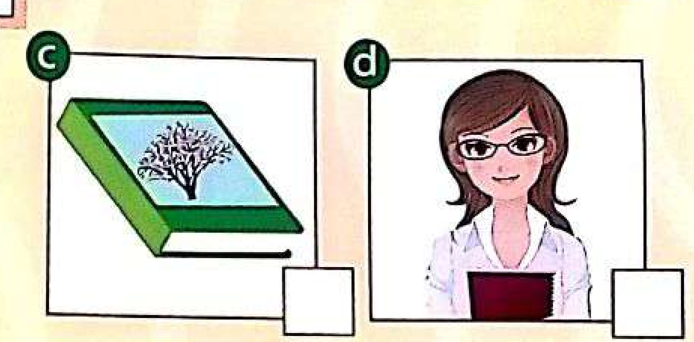

1 I'm very ........ ong!


2 My teacher has glasses and brown h ........ .


3 My dad has a b ........ d.


4 This is a story about ........ ing.






## 2 Read and underline the silent letters. Say the words

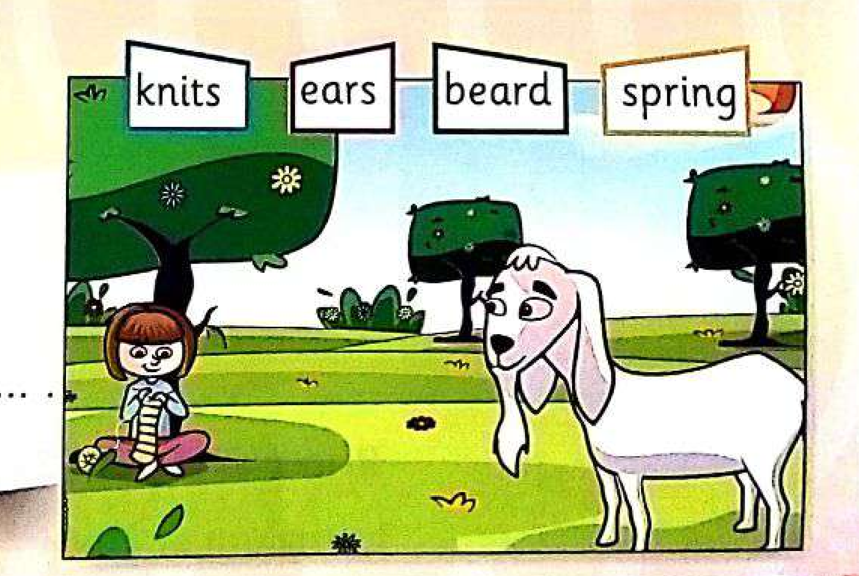
thumb | knot | lamb | wrist | knit | write

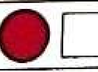
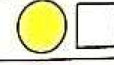
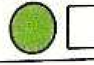
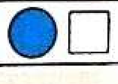


## 3 Write and say

1 The goat has a ..................
and very long .................. .

2 My sister ......... scarves in ......... .




Teacher assessment    

# The Ant and the Grasshopper

RETOLD BY ANDREA TURNER

ILLUSTRATED BY HODA AL-MORSHIDI

# Picture Dictionary




ant




bridge




collect





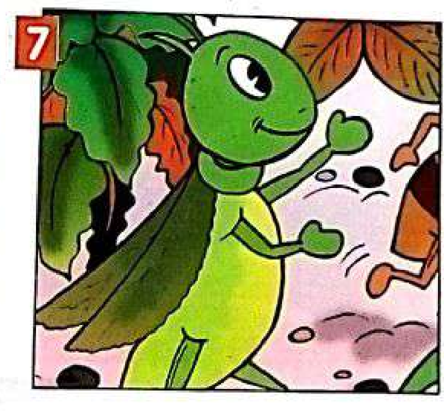

construction worker




corn




cupboard




grasshopper




wheat



This is the **ant**.

She lives with her family next to a river.

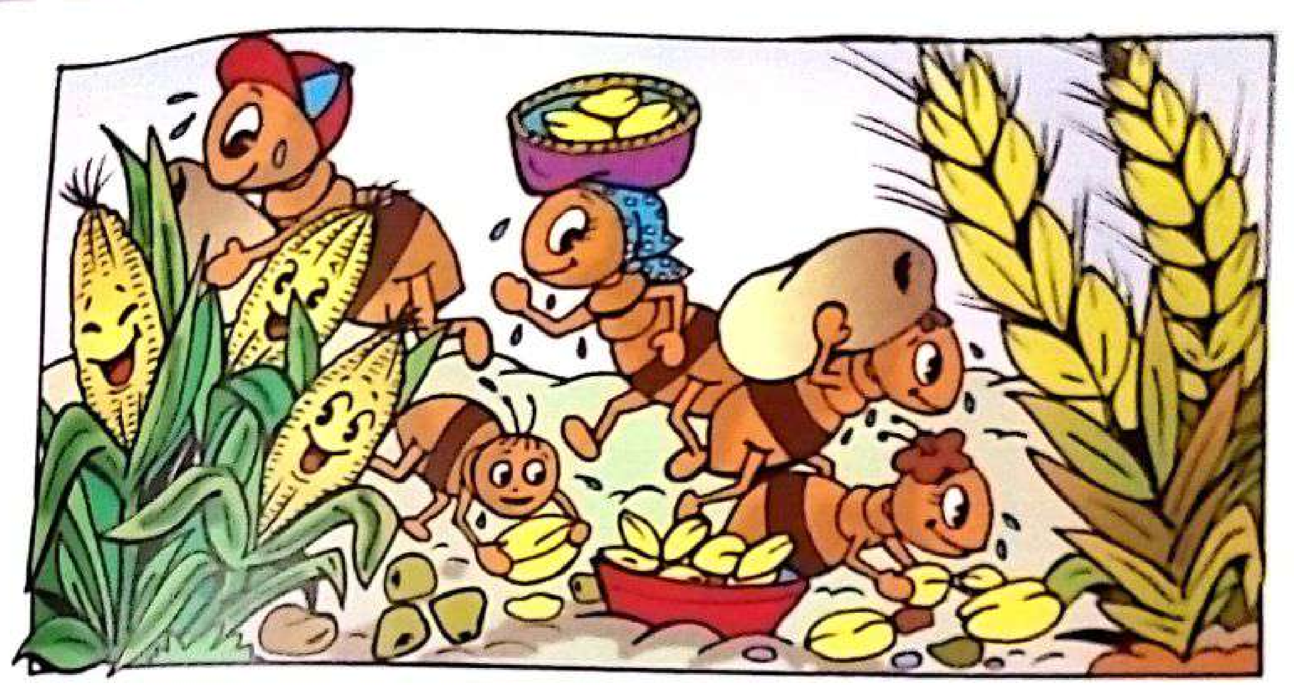
She always helps her family.




This is the **grasshopper**.

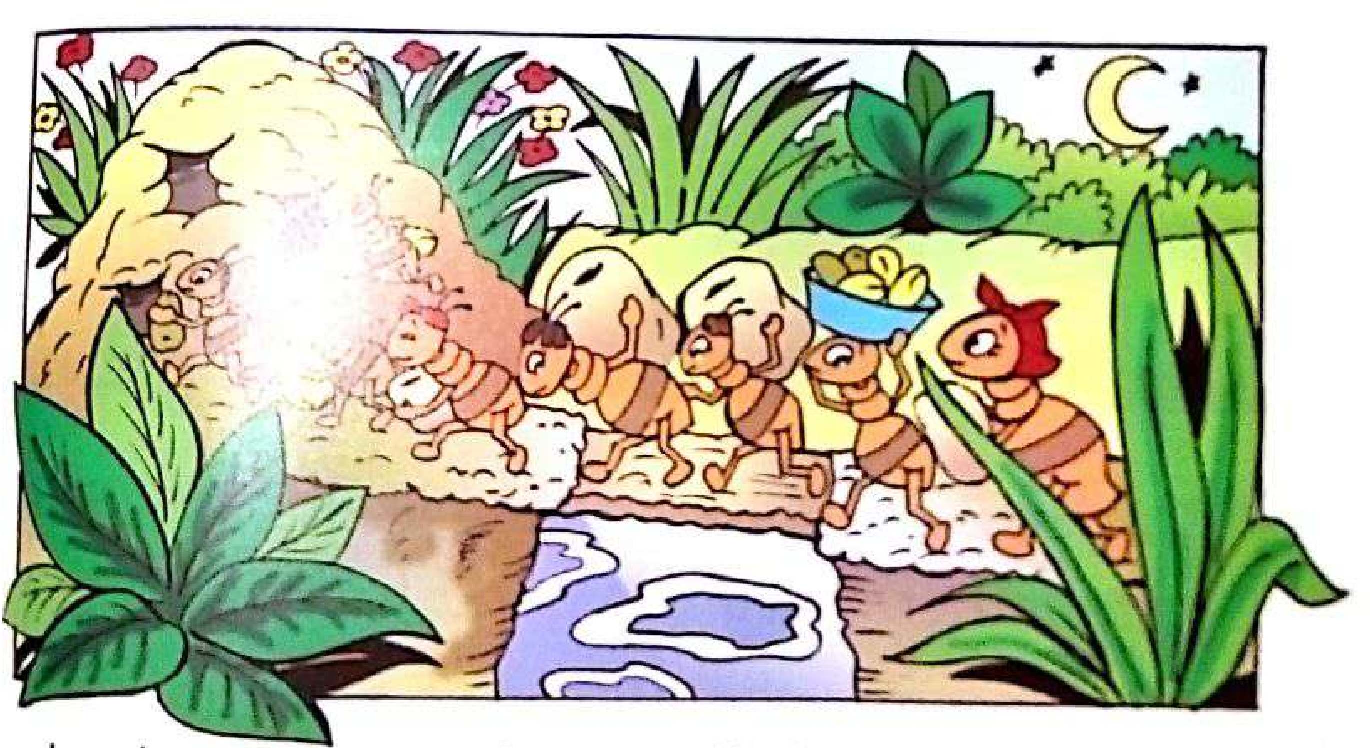
He is the ant's friend. He never helps.

He always plays.

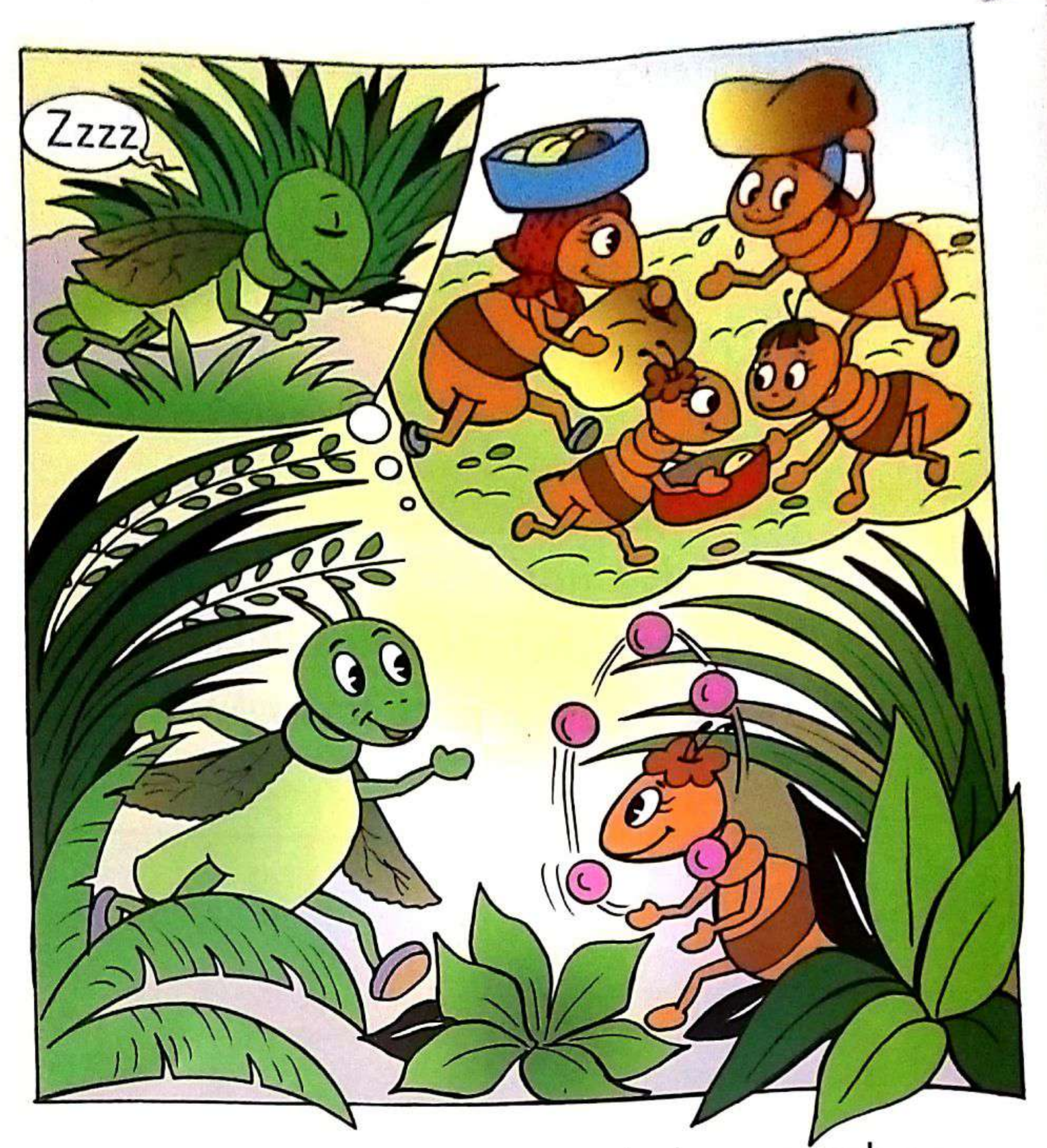


It's summer. It's hot.

In the afternoon the ant helps her family on the farm. They collect lots of wheat and corn.



In the evening they walk home over the bridge. They work very hard every day.




Every morning the ant and the grasshopper play together. They are good friends. Every afternoon the ant helps her family and the grasshopper sleeps. He never works.

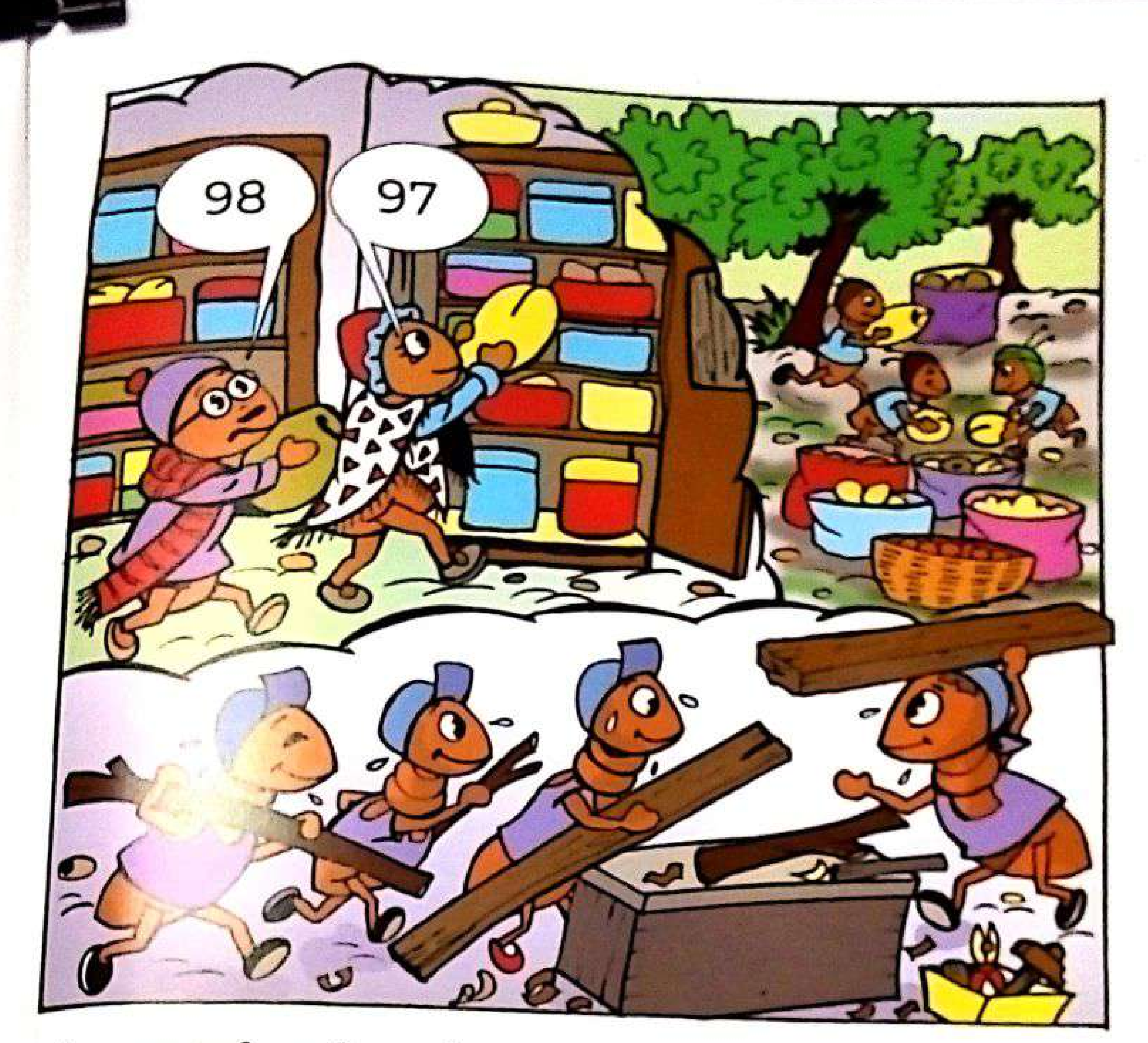



The ant wants to play but she needs to help her family.

The grasshopper laughs at the ant. He wants his friend to stay and play all day.




The ant tells the grasshopper that her family need to collect food for winter. In winter there isn't any food.
The ant goes to help her family. The grasshopper sleeps.



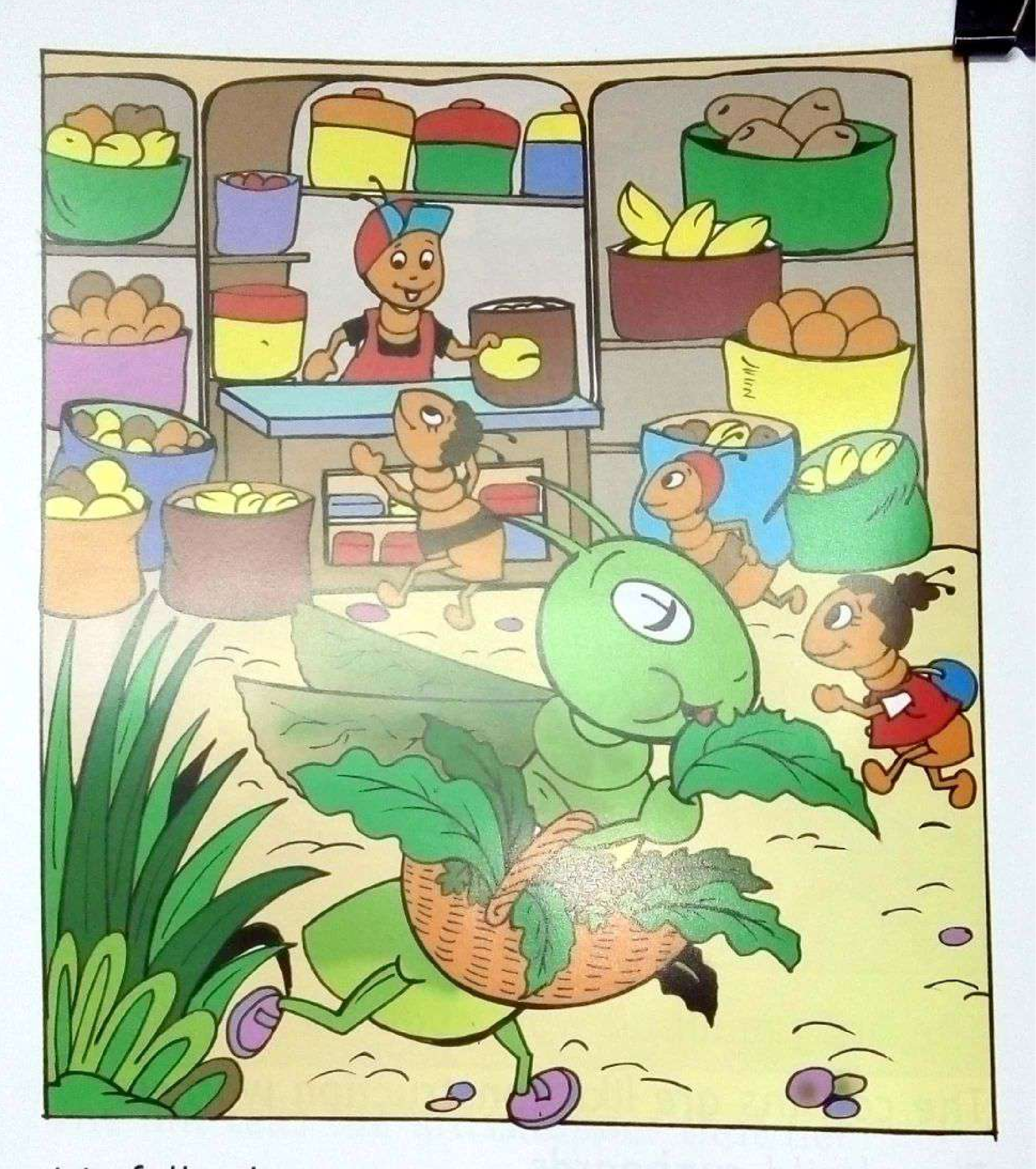

The ant family all work together.

The cousins are like **construction workers**.

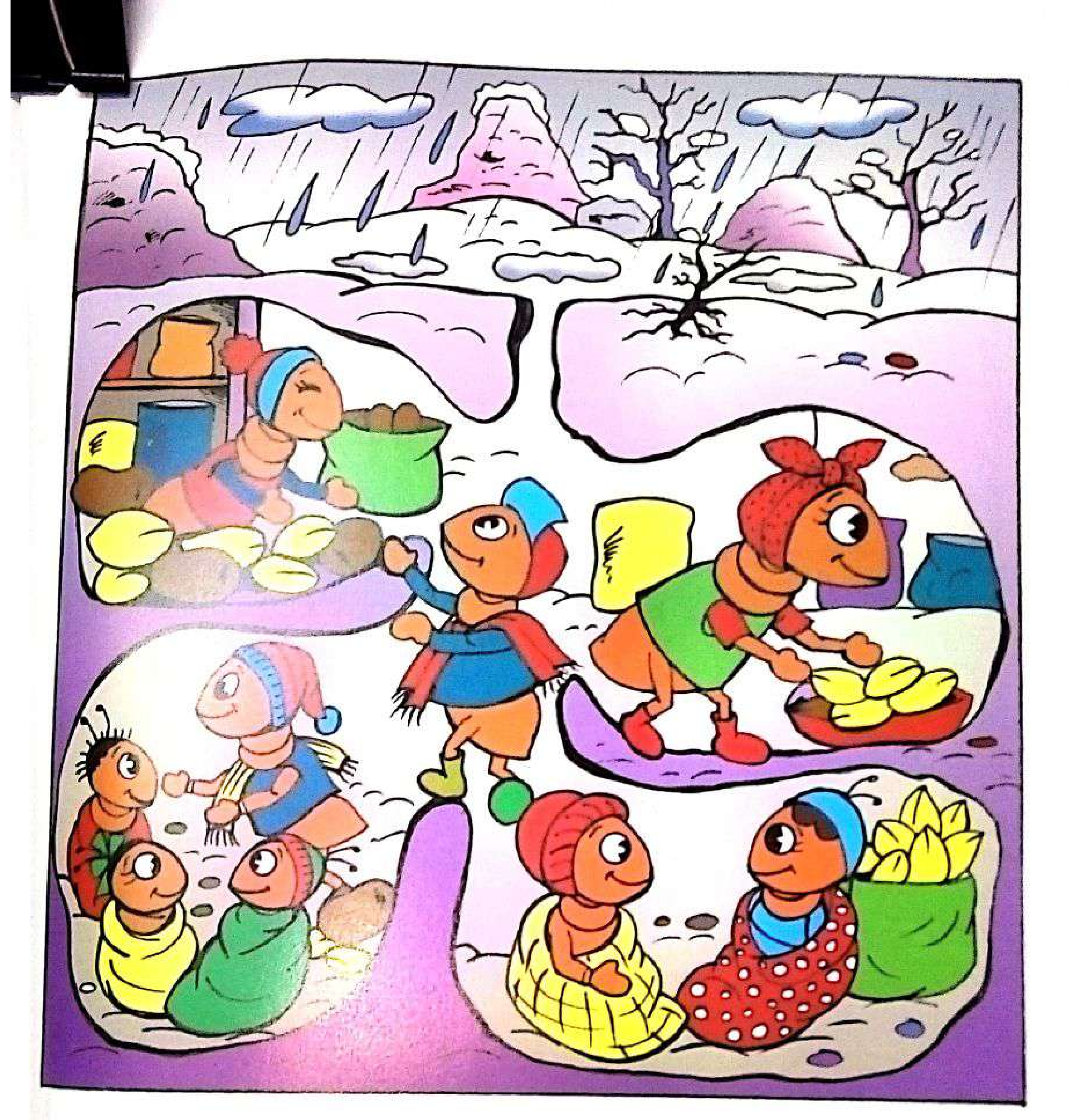
They build **cupboards**.

The children are farmers and collect the food.

The grandparents carefully put all the food in the cupboards.

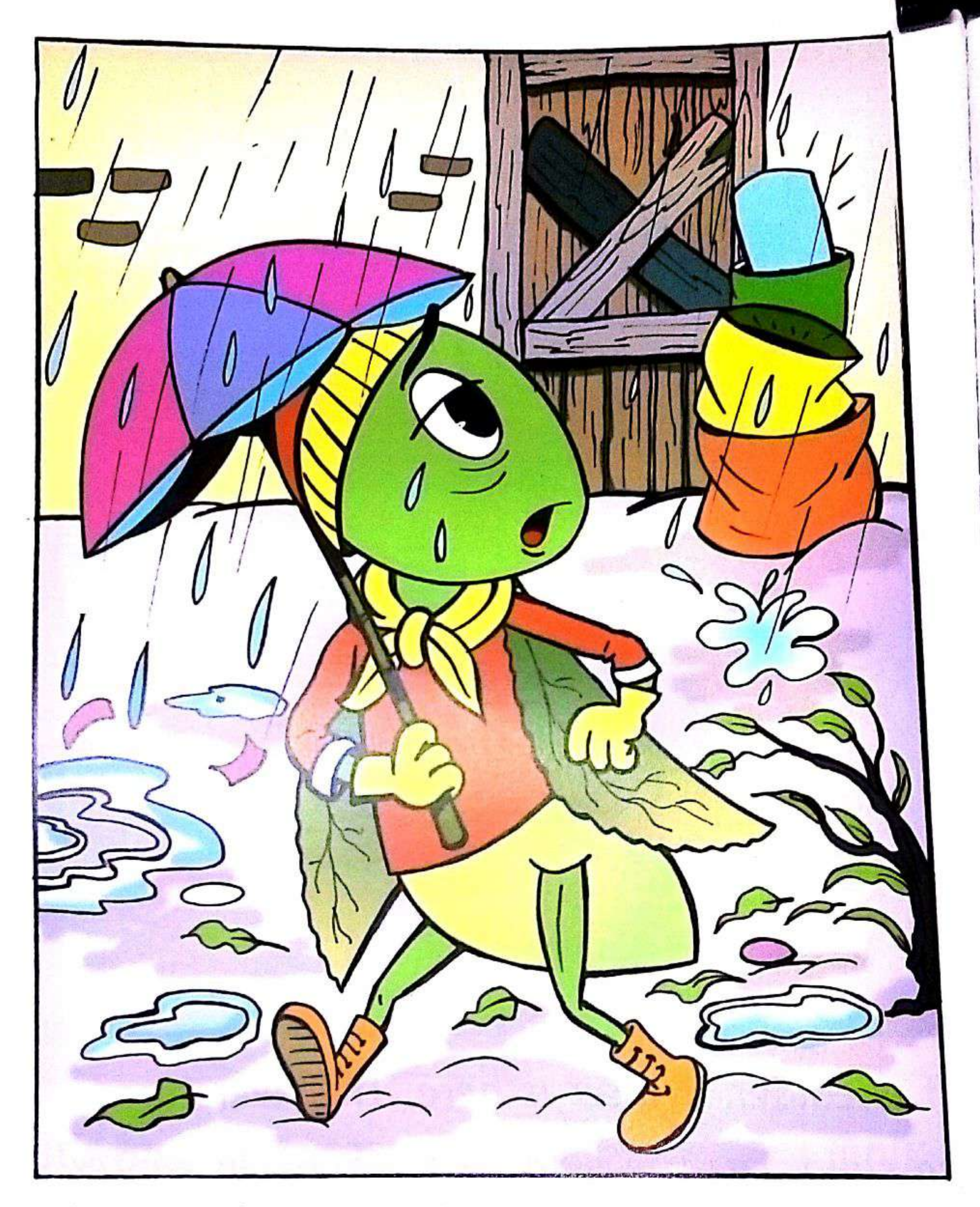


It's fall. The grasshopper doesn't have any food. The grasshopper is hungry.
The grasshopper goes to the market seller for food. The market seller has lots of food.

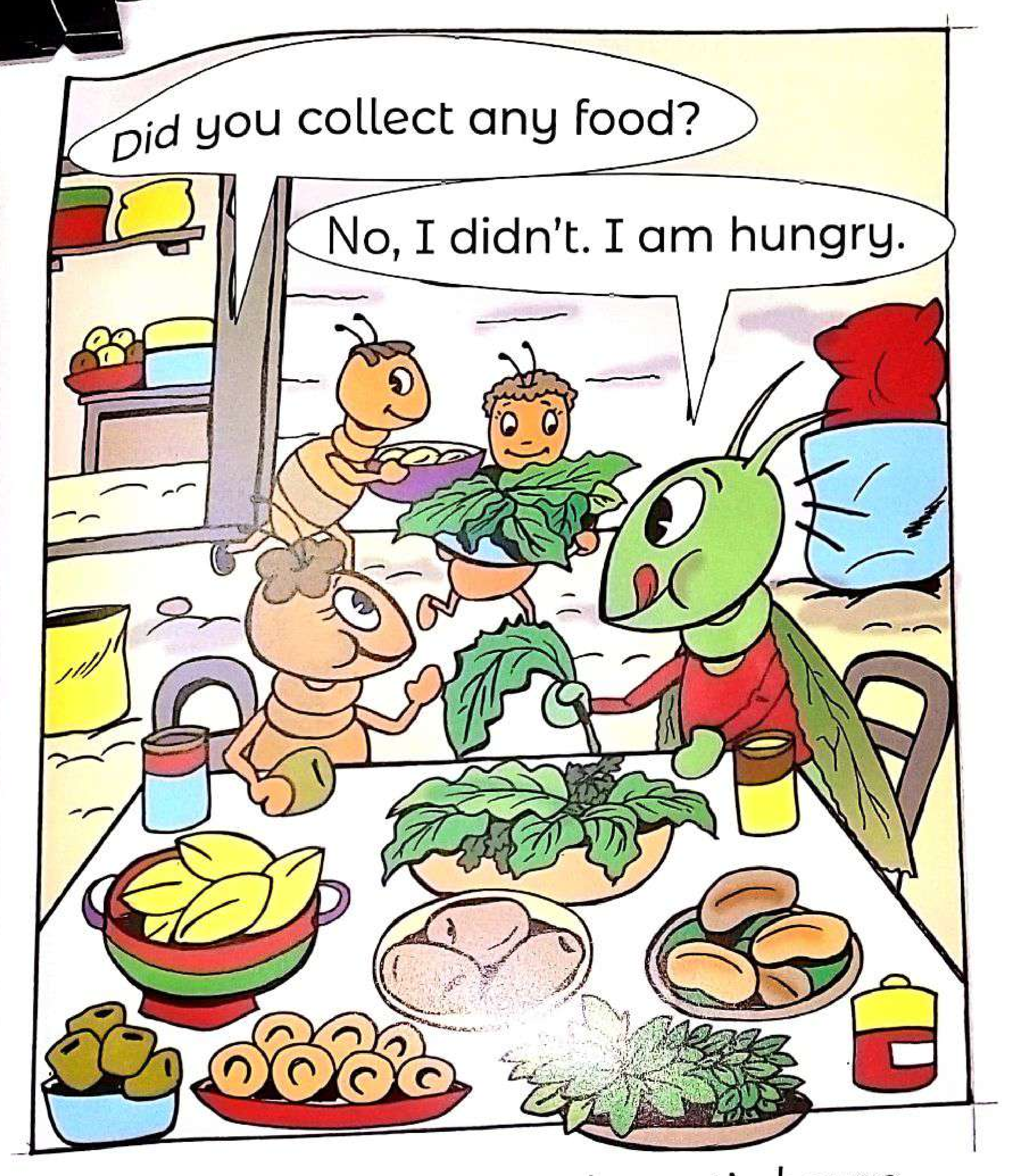


It is colder. Winter is here. The river turns to solid ice. The fields are empty. In winter there is no food.

The ant family don't work now. They can relax. They have a lot of food in their cupboards.

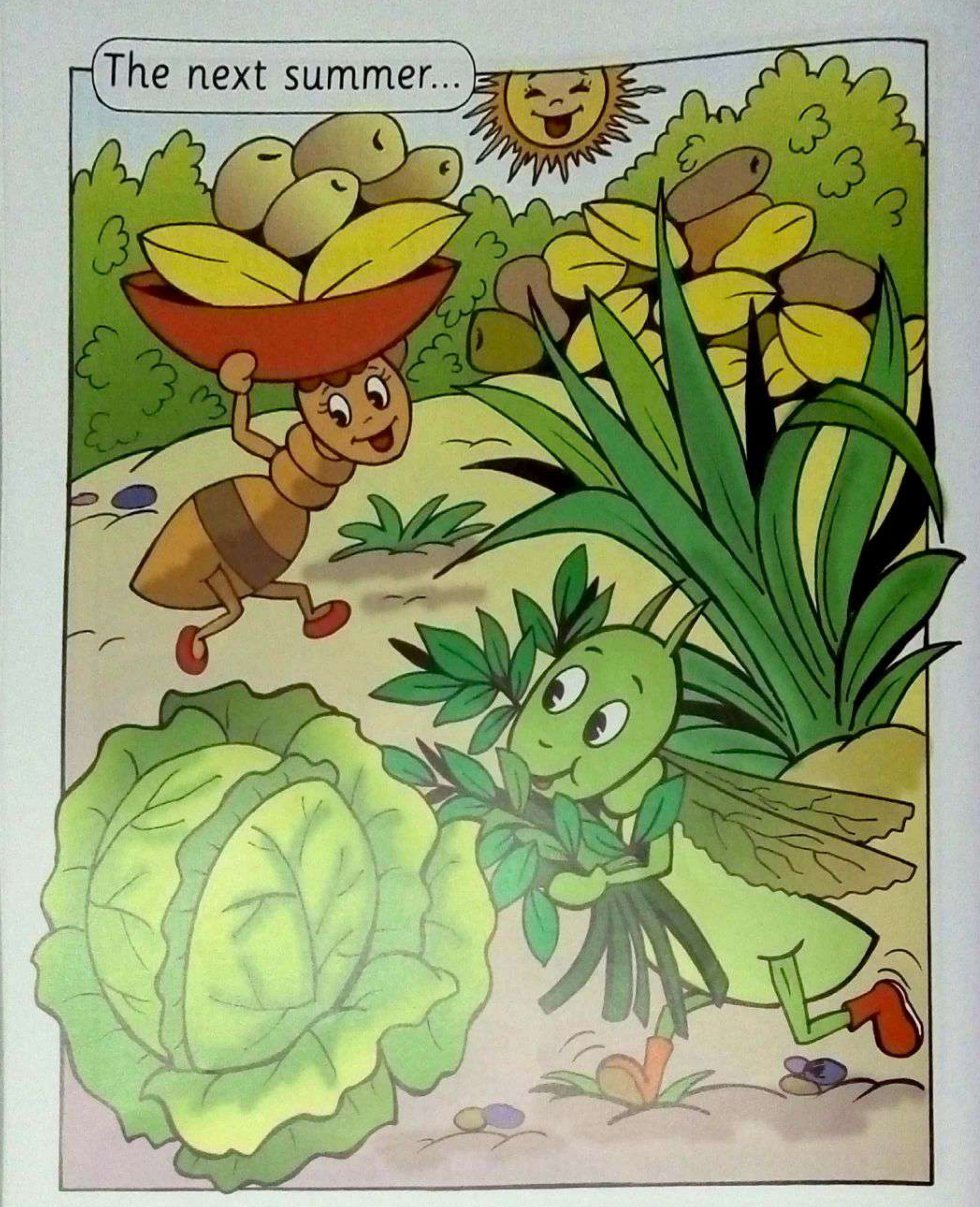


The grasshopper is hungry. He goes to the market. There are no market sellers. There is no food.

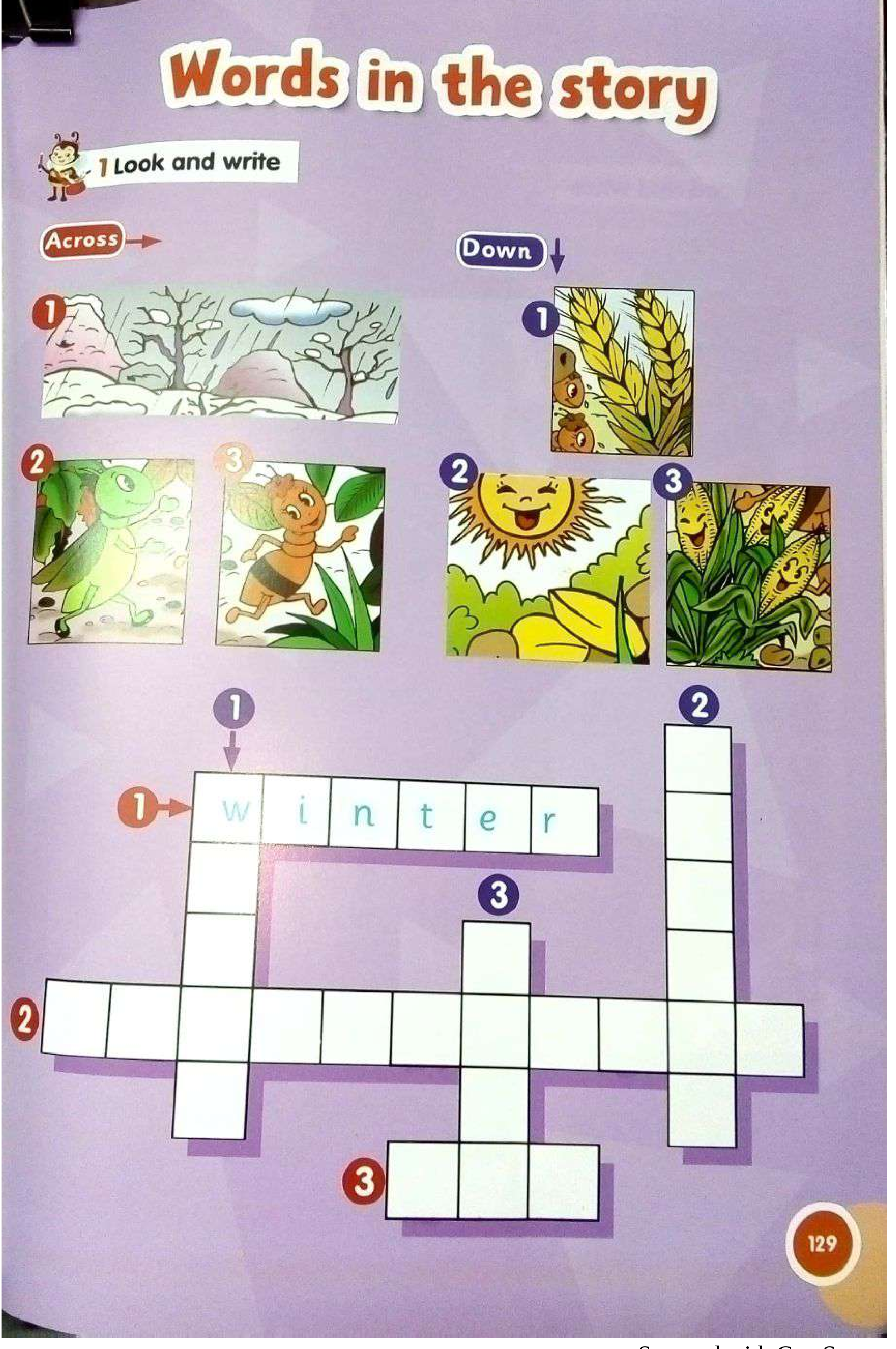



The grasshopper goes to the ant's house. He is very cold and hungry. He needs some food.

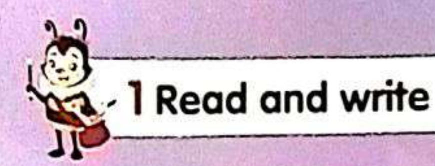
The ant is a good friend. She shares her food.




In the morning the ant and the grasshopper play. In the afternoon they collect food together.


Words in the story
1 Look and write
Across
Down
1
2
3
w i n t e r
129

# The characters






ant



grasshopper

1 The ........ant.......... and the ...grasshopper... play in the morning.

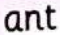
2 The ...................... works every afternoon.

3 The ...................... doesn't work in the afternoon

4 The ...................... has food in winter.

5 The ...................... doesn't have food in winter.

6 The ...................... helps her friend




Events in the story
1 Look and number
2 Say the story
1
131

# Story

# The Ant and the Grasshopper



## 1 Read and answer

1

I play with my friends,
And my family too.
I like to play,
What about you?

2

I help my friends,
And my family too.
I like to help,
What about you?

3

I share with my friends,
And my family too.
I like to share,
What about you?



## 3 Sing



## 2 Match

a



b



d



# The Ant and the Grasshopper






## 1 Read and circle or write

1. Did the ant's cousins help the family?

   **Yes, they did. / No, they didn't.**

2. Did the ant play in the afternoon?

   **Yes, she did. /No, she didn't.**

3. Did the market seller have food in fall?

   **Yes, he did. / No, he didn't.**

4. Did the market seller have food in winter?

   ..........................................................................................................

5. Did the grasshopper work the next summer?

   ..........................................................................................................

Story

# The Ant and the Grasshopper



## 1 Look and write

1



2



3


4


1 The grasshopper sleeps in the afternoon. ....................

2 ..........................................................................

3 ..........................................................................

4 ..........................................................................

## 2 Read, match and write

1 The grasshopper was hungry because

2 The ant relaxed because

3 The ant is a good friend because

a she worked hard in the summer.

b she helped the grasshopper.

c he didn't work in the summer.

..........................................................................

..........................................................................

..........................................................................

# The Ant and the Grasshopper

Story



1 Look at the picture and answer the questions




1. What can you see in the picture?

   ..........................................................................

2. What do you like?

   ..........................................................................

3. What don't you like?

   ..........................................................................

4. What would you do if you were the grasshopper?

   ..........................................................................